

# THE LIBRARY QUARTERLY

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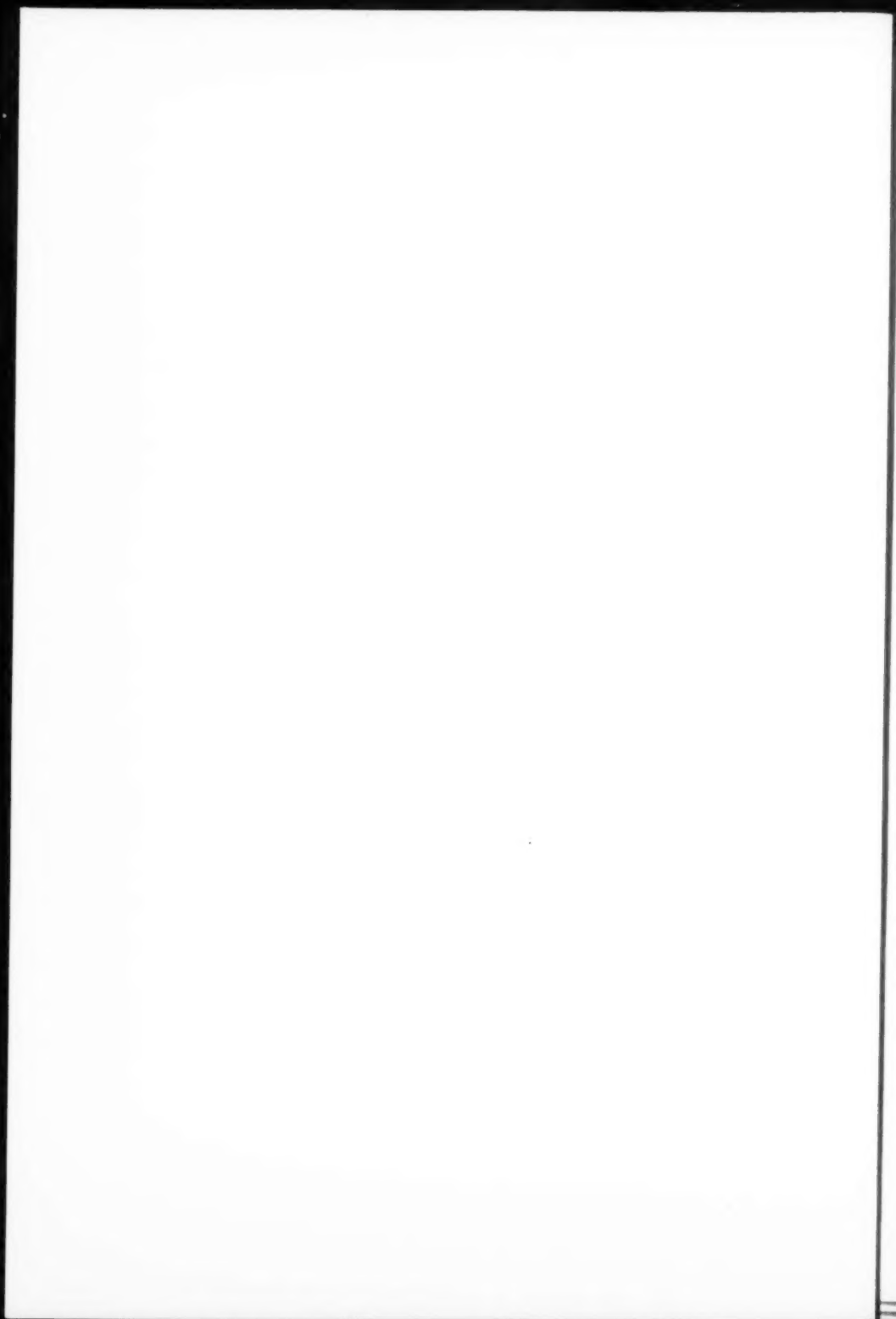
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# THE LIBRARY QUARTERLY



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# THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

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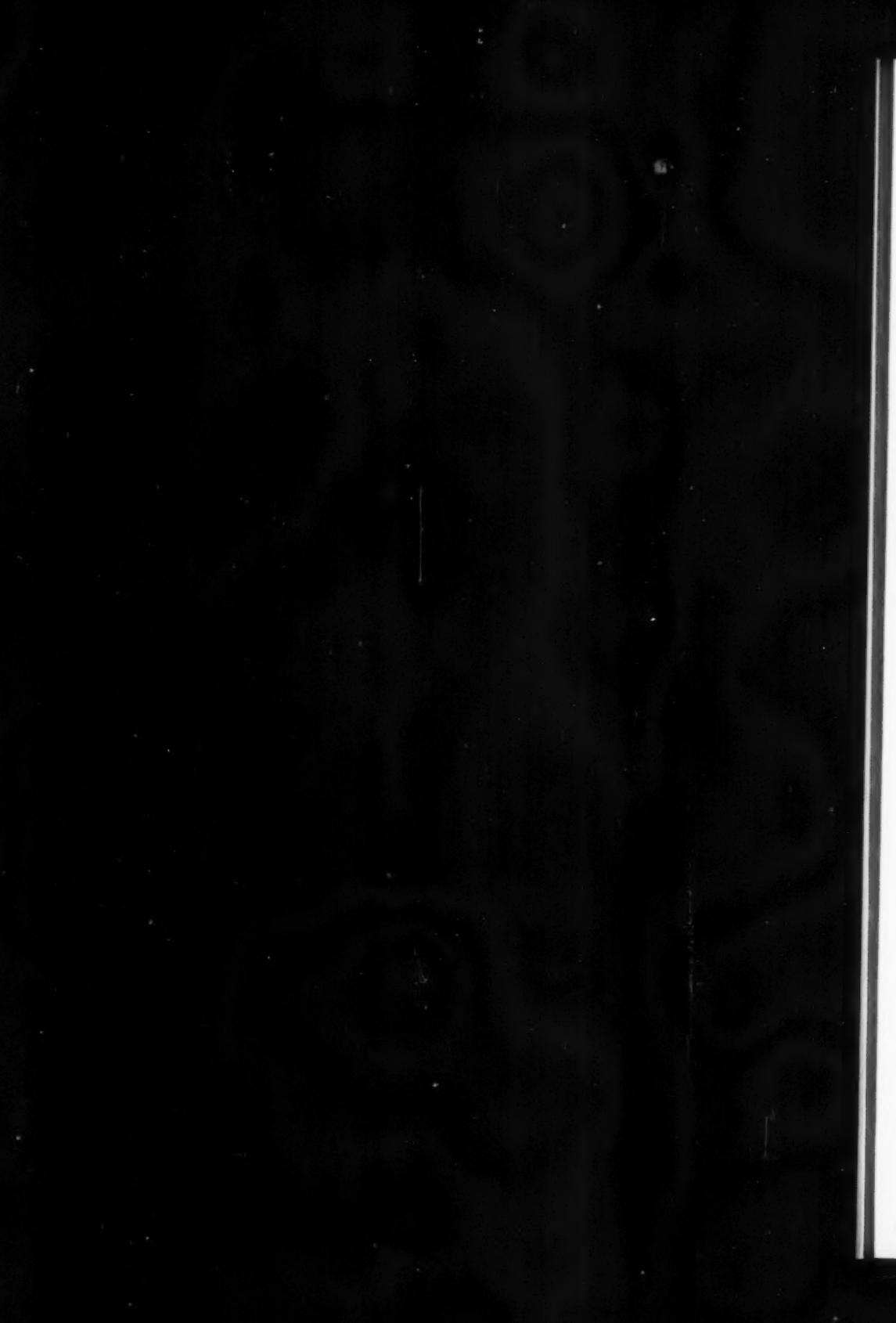
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# THE LIBRARY QUARTERLY

*Volume XIII*

JANUARY 1943

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## PUBLIC LIBRARY EXPENDITURES IN CITIES OF OVER 100,000 POPULATION IN RELATION TO MUNICIPAL EXPENDITURES AND ECONOMIC ABILITY<sup>1</sup>

ROBERT H. DEILY

### GENERAL PURPOSE OF THE STUDY

THIS study is an analysis of the variations in public library support in the ninety-five largest cities in the United States. The cities chosen are those with populations in excess of 100,000 at the time of either the 1930 or the 1940 population census. The major purpose of the investigation is to determine the relationships between certain measurable financial and economic factors and the amount of library expenditures. In general, the data and methods used are quite quantitative and statistical. Stated in another way, the investigation attempts to answer the following questions: To what extent do expenditures for the public library vary in relation to (1) the expenditures for general municipal operation and (2) the economic ability of the various cities?

In order to accomplish this major objective with some degree of statistical

precision, it is necessary to undertake the following subordinate but important objectives: (1) to describe the existing inequalities in library service and to construct indices depicting the present levels of library expenditure and service; (2) to describe variations in the support of city governments and to construct indices which present variations in the support of the individual functions of municipalities; and (3) to develop an index which will measure the relative economic ability of cities to finance libraries and other public services. The development of indices for library service, for total municipal expenditures for general government, and for economic ability will make it possible to determine the statistical interrelationships between these three factors and their effects on library support.

Primarily, then, this investigation is a testing of the general assumption that variations in public library expenditures are caused more by variations in wealth than by other factors on which quantitative data are available. This assumption has been supported in studies of national and regional library development by

<sup>1</sup> The essential portion of a dissertation submitted to the Graduate Library School of the University of Chicago in December, 1941, in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Wilson,<sup>2</sup> Purdy,<sup>3</sup> and Joeckel.<sup>4</sup> Similar conclusions have been reached in other fields, notably in education<sup>5</sup> and public health.<sup>6</sup> In the present study the focus will be shifted from a broad view of the entire public library field to a limited group of cities which may be subjected to accurate and sharply defined analysis. No claim is made for the final proof of the statement that library support is causally related to wealth or to other factors. This study undertakes only to show what the present relationships actually are and not to prove that they are predictable in any given situation.

#### PLAN OF PROCEDURE

Before any comparisons between library expenditures, municipal expenditures, and theoretical economic ability of a city can be made, it is necessary to determine the rank order numbers and index numbers for the ninety-five cities which are being investigated. The procedure is briefly detailed in the following paragraphs.

1. *Library service and library expenditures.*—Three objective measures of use and service are combined into an index

of library service. An index of library support is also constructed from the per capita expenditures by the libraries. The three criteria of library service available, namely, (a) the number of volumes owned per capita, (b) the percentage of the population registered as borrowers, and (c) the circulation of library books per capita, are intercorrelated, and then correlated singly and as a group with the rank order arrangement of cities in library support.

2. *Municipal expenditures.*—Under this heading are developed (a) the index of municipal expenditure and (b) the construction of correlation tables which depict relationships between both the amount and percentage of expenditure for the public library and the amounts and percentages expended for other municipal activities, such as education, recreation, the police department, and general government. The findings test the accuracy of the hypothesis that the city which spends most on its general municipal activities, both combined and for single functions, also spends most for the library.

3. *Economic ability of municipalities.*—After the library expenditures and the expenditures for the other functions of municipal government have been investigated, a study of the potential economic ability of cities and its relation to library support is logically in order. The criteria of greatest validity in determining economic ability for municipalities are used. The nine measures of ability used in constructing the economic ability index are: (a) per capita true valuation of real and personal property, (b) retail sales per capita, (c) number of income tax returns per 1,000 population, (d) per capita bank deposits, (e) post-office receipts per capita, (f) circulation of twelve national magazines, (g) per capita effective buy-

<sup>2</sup> Louis R. Wilson, *The Geography of Reading* (Chicago: American Library Association and University of Chicago Press, 1938), p. 416.

<sup>3</sup> George F. Purdy, "Public Library Service in the Middle West" (unpublished Ph.D. dissertation, Graduate Library School, University of Chicago, 1936), p. 109.

<sup>4</sup> Carleton B. Joeckel, *Library Service* (Staff Study No. 11, prepared for the Advisory Committee on Education [Washington: Government Printing Office, 1938]), p. 77.

<sup>5</sup> Clarence Heer, *Federal Aid and the Tax Problem* (Staff Study No. 4, prepared for the Advisory Committee on Education [Washington: Government Printing Office, 1939]), pp. 1-4.

<sup>6</sup> U.S. Interdepartmental Committee To Coordinate Health and Welfare Activities, *The Need for a National Health Program* (report of the Technical Committee on Medical Care, 1938 [Washington: Government Printing Office, 1939]), pp. 26-29.

ing power, (h) per capita wholesale sales volume, (i) number of residential telephones per 100 population.

The index of economic ability developed here is believed to be the first effort in this direction for municipalities, although students of education have already analyzed the relative and concrete ability of school districts, counties, and states to support public school systems.<sup>7</sup>

4. *Economic ability, municipal expenditure, and library expenditure.*—Here are synthesized the findings obtained from the three indices previously developed. The relationship between economic ability and municipal expenditures is used to determine the spread between actual and potential support. The coefficient of correlation between the municipal expenditure index and the index of library expenditure is used to show the relation between present general municipal support and library support. Finally, the coefficient of correlation between library support and economic ability is used to

show the relationship between actual library support and potential economic ability. The relationships discovered from the statistical manipulation of the various data are then interpreted.

#### COMPARISON OF LIBRARY EXPENDITURES, MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY

Stated more concretely than in section 4 above, this major portion of the study will investigate the following assumptions: (1) that a city which has higher than average economic ability will also rank above average in total municipal expenditures and in expenditures for the library; (2) that a city with a higher than average municipal expenditure index number will have above average index numbers for economic ability and library expenditures; and (3) that a city which has an above average library expenditure index number will have higher than average index numbers for municipal expenditures and economic ability. The subordinate objectives are to determine the separate relationships (1) between economic ability and municipal expenditures and (2) between economic ability and library expenditures.

The coefficient of correlation between economic ability and municipal expenditures will indicate the spread between potential and actual support. The coefficient of correlation between economic ability and library expenditures will show the relation between economic ability and the expenditure for one function of municipal government. The coefficient of correlation between library expenditures and total municipal expenditures is also presented in Table 1 to show the actual relationship, as contrasted with the correlations of total municipal and library expenditures and a theoretic-

<sup>7</sup> S. C. Oliver, *A Survey of the Measures of the Ability of School Districts to Support Schools* (Ph.D. dissertation, Columbia University, 1933 [Springfield, Mo., 1932]); F. G. Cornell, *A Measure of Tax-paying Ability of Local School Administrative Units* (New York: Bureau of Publications, Teachers College, Columbia University, 1936); L. L. Chism, *The Economic Ability of the States To Finance Public Schools* (New York: Bureau of Publications, Teachers College, Columbia University, 1936); Mabel Newcomer, *An Index of the Tax-paying Ability of State and Local Governments* (New York: Bureau of Publications, Teachers College, Columbia University, 1935); P. R. Mort and E. S. Lawler, *Principles and Methods of Distributing Federal Aid for Education* (The Advisory Committee on Education, Staff Study No. 5 [Washington: Government Printing Office, 1939]); P. R. Mort, *Federal Support for Public Education* (New York: Bureau of Publications, Teachers College, Columbia University, 1936); J. K. Norton and M. A. Norton, *Wealth, Children and Education* (2d ed.; New York: Bureau of Publications, Teachers College, Columbia University, 1938); W. L. Miller, "The Relative Ability of the States To Finance Public Education" (unpublished Ph.D. dissertation, University of Chicago, 1940).

cal measure of economic ability. These three indices all support the statistical probability that if a city is above or below average on any one of the three financial measures, it will be correspondingly above or below average on the two remaining measures. The cities which do not conform to this assumption will be investigated under the separate categories in which they fall.

*Correlations between library expenditures, total municipal expenditures, and economic ability.*—Here are presented the broad statistical relationships between

perfect system of municipal taxation a perfect correlation should exist between economic ability and municipal expenditures. This means, in general terms, that unless outside financial assistance is brought to the municipality, the city with the highest per capita economic ability is able, theoretically, to make the highest per capita municipal expenditures, if the need exists for such expenditures. It is for this basic reason that cities with low economic ability have requested state and federal aid to maintain adequate financial support for those

TABLE 1  
RANK ORDER CORRELATIONS BETWEEN LIBRARY EXPENDITURES,  
MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY, 1937

Measure	Library Expenditures	School Expenditures	Municipal Expenditures	Economic Ability
Library expenditures.....		$+ .694 \pm .06$	$+ .669 \pm .06$	$+ .378 \pm .09$
School expenditures.....	$+ .694 \pm .06$		$+ .739 \pm .05$	$+ .357 \pm .09$
Municipal expenditures.....	$+ .669 \pm .06$	$+ .739 \pm .05$		$+ .348 \pm .09$
Economic ability.....	$+ .378 \pm .09$	$+ .357 \pm .09$	$+ .348 \pm .09$	

the three financial measures employed in the study. A more detailed investigation of the wider variations in individual cities will be undertaken later. Table 1 lists the coefficients of correlation between the ninety-five cities in the three indices constructed. The coefficients of correlation between expenditures for schools and expenditures for libraries, expenditures for all municipal functions, and economic ability are also entered in the table as an illustration of how a second educational institution stands in relation to the same three measures. The table shows the statistical closeness of agreement between one measure and all the other measures and hence the extent of relationship between them. The individual relationships are discussed separately in the following sections.

*Municipal expenditures and economic ability.*—It is axiomatic that under a per-

functions which are of general interest to the entire country.

The coefficient of correlation between the rank order numbers of the ninety-five cities of over 100,000 population in municipal expenditures and economic ability is  $+ .348$  with a standard error of  $\pm .09$ . The coefficient is statistically significant, and indicates a slight positive relationship between economic ability and municipal expenditures.

*Library expenditures and economic ability.*—The findings summarized in Table 1 show that the correlation between economic ability and total municipal expenditures, library expenditures and expenditures for schools are all about the same:  $+ .348$ ,  $+ .378$ , and  $+ .357$ . These coefficients indicate that the separate municipal agencies of a permissive nature have approximately the same relationship to theoretical economic ability

as has the composite municipal operating expenditure figure. Proof is thus advanced that schools and libraries do not fare any worse, relatively, than do the essential functions of fire and police protection and sanitation.

*Library expenditures and municipal expenditures.*—The coefficient of correlation between library and municipal expenditures,  $+ .669$  (with a standard error of  $\pm .06$ ), is cited here to show that, although the agreement between theoretical economic ability and library expenditure is positive and significant ( $+ .378$ ), the coefficient between actual municipal expenditures and library expenditures is statistically much higher ( $+ .669$ ). This simply means that there is a closer relationship between library support and municipal expenditures than there is between library expenditures and theoretical economic ability. Expenditures for schools correlate higher with municipal expenditures ( $+ .739$ ) than do library expenditures with municipal expenditures. This means, considering the cities investigated as entities, that there is a tendency for cities which are high in general municipal expenditures to be higher in expenditures for schools than in expenditures for libraries.

*Summary.*—Translating these statistics into the terminology of the man in the street, one might say that cities have standards of living which do not vary greatly for individual items of expenditure. If a city spends a large amount for all government, it is quite likely to spend proportionately high amounts for schools and libraries. Apparently this general standard of expenditure is more important in determining the amount of library (and also total and school) expenditures than is the theoretical ability of the population to support government.

Because, in the last analysis, it is the

wide extremes between financially able cities and cities with low economic ability which have brought into existence the serious inequalities throughout the nation in expenditures for functions of municipal government, an investigation of the index number ranges of the four measures studied is relevant at this point. The ranges between the highest and lowest index numbers for the measures investigated are shown in Table 2.

TABLE 2  
INDEX NUMBER RANGE OF CITIES FOR  
THE FOUR MEASURES, 1937

MEASURE	INDEX NUMBERS	
	Range	Ratio
Economic ability.....	211-55	3.8:1
Municipal expenditures....	204-46	4.4:1
School expenditures.....	169-38	4.4:1
Library expenditures.....	299-22	13.6:1

The fact which stands out in Table 2 is the much greater variation which occurs in library expenditures than in other measures. It appears that library expenditures vary much more than is warranted by the variations found in total expenditures, in school expenditures, or in economic ability. One cause for this situation is that library service in a number of cities is rudimentary; another reason is that cities with low total expenditures find it difficult to allot even proportionate amounts for libraries.

#### PATTERNS OF CITIES IN MEASURES OF LIBRARY EXPENDITURES, MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY

In this section of the study attention is centered on the relation between library expenditures, municipal expenditures, and economic ability considered together, as contrasted with the correlations between the individual measures in

the preceding section. Here the investigation will test the hypothesis that a city which is above or below average in one index number will also be above or below average in both remaining measures.

Table 3 presents both the rank order and index numbers for the ninety-five cities on the four measures studied. The numbers for library service are included for convenient comparisons with the other rank order and index numbers but are not discussed in the text. In the discussion which follows, index numbers for the various cities are used instead of rank order numbers. The index numbers are used because they are a refinement of the rank order numbers. Both sets of numbers are given in the table for comparative purposes.

*Patterns of the cities.*—The ninety-five cities fall into eight different classifications. It will be seen that these categories comprise all possible combinations of agreement or disagreement in the three measures of total expenditures, library expenditures, and economic ability. The different patterns, with the number of cities included in each, are as follows:

1. Cities with all index numbers above average (23).
2. Cities with all index numbers below average (28).
3. Cities above average in library expenditures and below average in municipal expenditures and economic ability (10).
4. Cities below average in library expenditures and above average in municipal expenditures and economic ability (3).
5. Cities above average in library expenditures and economic ability and below average in municipal expenditures (6).
6. Cities below average in library expenditures and economic ability and above average in municipal expenditures (5).
7. Cities above average in library expenditures and municipal expenditures, and below average in economic ability (10).
8. Cities below average in library expenditures and municipal expenditures and above average in economic ability (10).

Fifty-one of the ninety-five cities are included in Patterns 1 and 2. These cities are either above average on all three measures or else below average on the three measures. Consequently there remain forty-four cities in which one measure diverges from the other two measures. Therefore the hypothesis that a city above or below average in one measure will be above or below average in the other measures is true in only 54 per cent of the cities investigated. Six other cities diverge so very slightly (six index numbers or less) on one measure that for all practical purposes they may be counted as conforming to the pattern in all three measures.<sup>8</sup> The addition of these cities would bring the number which conform throughout up to fifty-seven, or exactly 60 per cent of the cities studied. It is the six patterns comprising forty-four cities which have divergent index numbers that deserve far greater detailed investigation than can be attempted in this study.

Each of the eight categories of cities will be discussed in the remaining portions of this article. Tables listing the cities in alphabetical order for each group with their index numbers are presented for convenient analysis. From these tables the interpretations of the main characteristics of each group will be derived.

*Pattern 1: cities above average.*—Table 4 lists the twenty-three cities in the above average group. There is little to explain about this group; the results are what one might expect. The first major finding is that no southern city has a position here. Six cities are in New England, seven in the Middle Atlantic group, six on the Pacific Coast, three in the North Central section, and one in the Rocky Mountain group.

<sup>8</sup> The cities are: Buffalo, Detroit, Indianapolis, Kansas City (Mo.), Milwaukee, and Worcester.

## PUBLIC LIBRARY EXPENDITURES IN CITIES

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TABLE 3\*

RANK ORDER AND INDEX NUMBERS FOR THE NINETY-FIVE CITIES OF OVER 100,000  
POPULATION IN LIBRARY SERVICE, LIBRARY EXPENDITURES, MUNICIPAL  
EXPENDITURES, AND ECONOMIC ABILITY, 1937

CITY	RANK ORDER NUMBERS				INDEX NUMBERS			
	Library Service	Library Expenditure	Municipal Expenditure	Economic Ability	Library Service	Library Expenditure	Municipal Expenditure	Economic Ability
Akron.....	62	53	54	67	80	94	80	85
Albany.....	28	25	27	3	119	127	125	159
Atlanta.....	86	81	77	19	53	47	67	120
Baltimore.....	78	56	34	61	68	92	110	90
Birmingham.....	82	84	92	91	61	42	49	66
Boston.....	14	2	1	2	134	252	204	175
Bridgeport.....	4	7	33	58	153	162	111	90
Buffalo.....	13	14	7	47	134	138	171	98
Cambridge.....	21	37	12	33	129	113	145	106
Camden.....	92	75	43	84	40	52	97	75
Canton.....	89	90	73	70	49	36	67	84
Charlotte.....	71	93	†	40	74	28	†	102
Chattanooga.....	57	89	88	87	88	37	55	74
Chicago.....	85	64	25	21	57	73	126	117
Cincinnati.....	11	11	22	9	135	147	130	128
Cleveland.....	2	1	19	30	181	299	135	109
Columbus.....	44	74	79	44	110	54	64	99
Dallas.....	73	87	86	5	72	39	55	133
Dayton.....	47	26	55	50	107	126	77	96
Denver.....	49	35	26	26	106	116	125	110
Des Moines.....	17	55	68	23	131	93	69	112
Detroit.....	84	34	23	56	57	116	128	92
Duluth.....	32	29	49	48	116	123	87	97
El Paso.....	90	77	91	85	48	50	51	75
Elizabeth.....	39	28	39	66	112	125	100	87
Erie.....	53	62	56	83	103	81	76	76
Evansville.....	54	58	70	77	100	92	69	81
Fall River.....	56	70	41	95	92	58	98	55
Flint.....	6	36	47	65	143	115	87	87
Fort Wayne.....	7	32	87	59	139	121	55	90
Fort Worth.....	64	85	82	49	80	41	63	97
Gary.....	40	33	76	94	111	120	67	60
Grand Rapids.....	23	27	63	57	127	125	73	91
Hartford.....	20	22	17	8	129	129	140	128
Houston.....	88	91	71	52	51	31	68	96
Indianapolis.....	8	17	45	31	137	135	94	108
Jacksonville.....	72	67	69	82	73	67	69	78
Jersey City.....	38	16	6	78	113	137	187	80
Kansas City, Kan.....	67	83	89	90	76	44	54	68
Kansas City, Mo.....	18	45	44	4	130	105	97	142
Knoxville.....	76	73	72	76	69	56	68	81
Long Beach.....	26	19	42	63	123	132	98	88
Los Angeles.....	47	44	20	25	107	107	133	110
Louisville.....	75	65	51	69	70	70	83	84
Lowell.....	66	78	29	93	78	49	121	61

\* Sources: Tables 6, 9, 20, 28, and 31 of the unpublished dissertation. † Data are not available.

TABLE 3\*—Continued

CITY	RANK ORDER NUMBERS				INDEX NUMBERS			
	Library Service	Library Expenditure	Municipal Expenditure	Economic Ability	Library Service	Library Expenditure	Municipal Expenditure	Economic Ability
Lynn.....	25	23	21	62	123	128	133	89
Memphis.....	67	69	93	54	77	59	46	93
Miami.....	95	95	66	55	25	22	71	93
Milwaukee.....	49	51	11	46	106	97	149	98
Minneapolis.....	12	9	14	14	135	156	142	123
Nashville.....	87	86	85	41	52	40	57	100
New Bedford.....	24	52	32	92	125	97	113	64
New Haven.....	33	31	30	22	116	121	115	112
New Orleans.....	93	94	58	89	39	23	75	72
New York.....	77	49	2	17	68	101	202	120
Newark.....	43	4	3	24	110	198	202	111
Norfolk.....	81	82	74	79	63	45	67	79
Oakland.....	34	13	38	32	115	141	100	107
Oklahoma City.....	51	80	84	43	105	48	59	99
Omaha.....	74	79	80	18	71	49	64	120
Paterson.....	58	61	46	81	85	88	91	78
Peoria.....	9	42	52	35	137	108	83	104
Philadelphia.....	94	72	35	38	36	56	105	103
Pittsburgh.....	16	12	15	6	132	144	142	131
Portland.....	3	20	37	12	153	130	102	124
Providence.....	5	6	24	7	151	164	127	129
Reading.....	60	66	60	72	83	68	74	81
Richmond.....	69	71	48	29	76	58	87	109
Rochester.....	42	5	4	27	111	187	192	110
Sacramento.....	45	48	†	13	108	102	†	123
Saint Louis.....	70	60	36	20	75	90	104	117
Saint Paul.....	50	41	61	36	105	109	74	104
Salt Lake City.....	30	36	62	45	118	93	73	98
San Antonio.....	91	88	90	88	43	37	52	73
San Diego.....	41	50	57	73	111	99	76	81
San Francisco.....	59	40	16	1	84	109	141	211
Scranton.....	79	76	64	80	65	52	72	79
Seattle.....	15	21	31	15	133	130	114	122
Somerville.....	55	15	13	86	93	138	142	75
South Bend.....	27	18	81	74	122	133	63	81
Spokane.....	19	42	67	42	130	108	71	100
Springfield.....	1	3	10	28	232	232	153	110
Syracuse.....	52	47	9	37	104	103	155	104
Tacoma.....	22	46	59	75	127	105	74	81
Tampa.....	83	92	78	68	60	29	65	85
Toledo.....	20	8	50	51	118	161	83	96
Trenton.....	36	30	40	64	114	123	100	88
Tulsa.....	37	68	83	34	114	65	61	105
Utica.....	65	24	28	60	79	128	121	90
Washington.....	63	38	18	10	80	112	136	127
Wichita.....	10	59	75	39	136	91	67	103
Wilmington.....	35	39	65	16	115	111	71	121
Worcester.....	31	10	8	53	117	148	157	95
Yonkers.....	61	63	5	71	83	79	187	84
Youngstown.....	80	53	53	11	65	94	82	126

Second, a survey of the names of the cities leads to the broad generalization that they are among the better large cities of the country in which to live. Generally, wages are high, schools and libraries are good, parks and recreational facilities are provided, and ample police

TABLE 4\*

CITIES ABOVE AVERAGE IN LIBRARY EXPENDITURES, MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY, 1937\*

Name of City	Library Expenditures	Municipal Expenditures	Economic Ability
Albany.....	127	125	159
Boston.....	252	204	175
Cambridge.....	113	145	106
Cincinnati.....	147	130	128
Cleveland.....	200	135	109
Denver.....	116	125	110
Hartford.....	120	140	128
Los Angeles.....	107	133	110
Minneapolis.....	156	142	123
New Haven.....	121	115	112
New York City.....	101	202	120
Newark.....	108	202	111
Oakland.....	141	100	107
Pittsburgh.....	144	142	131
Portland.....	130	102	124
Providence.....	164	127	120
Rochester.....	187	102	110
Sacramento.....	102	†	125
San Francisco.....	109	141	211
Seattle.....	130	114	122
Springfield.....	232	153	110
Syracuse.....	103	155	104
Washington.....	112	136	127
Group average..	149	144	126

\* Source: Table 3.

† This item was not available.

protection is afforded. It is admitted that many municipal services could be greatly improved, but in comparison with the cities in the following categories little criticism of these cities can be advanced.

Third, these cities are generally higher in total and library expenditures than in economic ability. In ten of the cities the library expenditure index numbers exceed the other two numbers, in ten the

municipal expenditure number is highest, and in only three is the economic ability number higher than either the library expenditure number or the municipal expenditure number. The average library index number for the group is slightly higher than the average for municipal expenditures and considerably higher than the average for economic ability.

Finally, as a fourth point, seven of these twenty-three cities (Boston, Cleveland, Los Angeles, New York City, Pittsburgh, San Francisco, and Washington) have populations which exceed 500,000. These seven comprise more than half the thirteen cities in this population group. Moreover, to name these seven cities is (with one probable exception) to name outstanding public library systems.

*Pattern 2: cities below average.*—Twenty-eight cities are below the average for the ninety-five cities of over 100,000 population in the United States in library expenditures, municipal expenditures, and economic ability. These twenty-eight cities are listed in Table 5. In direct contrast with the group of twenty-three cities which are above average on all three measures and which listed no southern city, this category contains the names of fourteen of the southern cities included in the study. In other words, 50 per cent of the cities which are below average on every measure are southern cities.

The other cities are located as follows: six in the Middle West, five in the Middle Atlantic states, and one each in New England, the Mountain states, and the Pacific Coast.

However, a most important, but infrequently recognized, finding for this group of cities is that cities which rank below average in economic ability are very likely to rank lower in municipal expend-

itures, and still lower in library expenditures. Eighteen of the twenty-eight cities, twelve of them in the South, illustrate this tendency.

As an example, Chattanooga has index numbers of 74 in economic ability, 55 in

tial functions of municipal government have first claim on the budget-makers and must be financed to a fairly adequate degree, it is obvious that relatively little money will be left to support functions such as libraries, recreational agencies, and even the public schools. Two cities—Memphis and Salt Lake City—rank highest in economic ability, second highest in library expenditures, and lowest in municipal expenditures and do not support the hypothesis advanced above.

Twenty of the twenty-eight cities in this pattern have now been accounted for, thus leaving eight cities for further analysis. Four cities—Camden, Fall River, New Orleans, and Paterson—have highest index numbers in municipal expenditures; and four—Akron, Erie, Evansville, and San Diego—have highest index numbers in library expenditures. Three of these cities—Camden, Fall River, and Paterson—which rank highest in municipal expenditures were in 1937 highly industrialized but depression ridden. Compared with Paterson's index numbers for economic ability (78), municipal expenditures (91), library expenditures (88), and library service (85), Camden shows comparable index numbers of 75, 97, 52, and 40. With economic ability numbers practically alike, and with Camden making a greater total municipal effort, the library index numbers reveal an unsatisfactory situation. A separate survey of the Camden library system and the attitude of the city toward the library is apparently needed. Fall River has the lowest economic ability index number (55) of the ninety-five cities investigated. Because the municipal expenditure index is 98, the hypothesis may well be that this city is struggling to maintain its essential municipal functions on a level incompatible with the present economic ability of the city.

TABLE 5\*

CITIES BELOW AVERAGE IN LIBRARY EXPENDITURES, MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY, 1937

City	Library Expenditures	Municipal Expenditures	Economic Ability
Akron.....	94	80	85
Birmingham.....	42	49	66
Camden.....	52	97	75
Canton.....	36	67	84
Chattanooga.....	37	55	74
Columbus.....	54	64	99
El Paso.....	50	51	75
Erie.....	81	76	76
Evansville.....	92	69	81
Fall River.....	58	98	55
Fort Worth.....	41	63	97
Houston.....	31	68	96
Jacksonville.....	67	69	78
Kansas City, Kan.....	44	54	68
Knoxville.....	56	68	81
Louisville.....	70	83	84
Memphis.....	59	46	93
Miami.....	22	71	93
New Orleans.....	23	75	72
Norfolk.....	45	67	79
Oklahoma City.....	48	59	99
Paterson.....	88	91	78
Reading.....	68	74	81
Salt Lake City.....	93	73	98
San Antonio.....	37	52	73
San Diego.....	99	76	81
Scranton.....	52	72	79
Tampa.....	29	65	85
Group average..	56	69	82

\* Source: Table 3.

municipal expenditures, and 37 in library expenditures. Norfolk has index numbers of 79 in economic ability, 67 in municipal expenditures, and 45 in library expenditures. These facts support the theory that when economic ability is below average, taxes, and therefore municipal expenditures, tend to be still further below average. Because the essen-

In the group of cities which have higher index numbers for library expenditures than for economic ability or municipal expenditures in general, obvious explanations can be made for two of the four cities. Akron receives its funds from a centrally collected, locally shared intangibles tax, and Erie is a school-district library which receives its appropriations from the board of education and not from the city government. Explanations for the library index numbers in Evansville and San Diego are not readily forthcoming and probably must be sought in special local conditions. It is obvious that the library administrations in these two cities have succeeded in securing preferential treatment for their institutions.

*Pattern 3: cities above average in library expenditures and below average in municipal expenditures and economic ability.*—The ten cities in this category are the first which diverge from the pattern of the fifty-one cities which are above or below average on all three financial measures. This is the group in which the library receives preferential treatment. Table 6 lists the cities with their respective index numbers.

The significance of the geographical locations of these cities is not to be underestimated. Eight of the ten are in the Middle West, and the remaining two—Long Beach and Tacoma—are on the Pacific Coast. Apparently it is difficult for cities of below average economic ability and general municipal expenditures in other regions of the country to provide better than average library support. This hypothesis in turn implies that the medium-sized cities in the Middle West are not confronted by as many urgent municipal problems which have first claim upon tax receipts as are cities in New England, the Middle Atlantic

states, and the states of the southeastern and southwestern sections. Moreover, the cities in this group are not large cities. It is only the two Ohio cities of Dayton and Toledo, which receive their library funds from the centrally collected and locally shared tax on intangibles, that have populations in excess of 200,000. The other six middle western and two far western cities have between 100,000 and 175,000 inhabitants. From

TABLE 6\*

CITIES ABOVE AVERAGE IN LIBRARY EXPENDITURES, AND BELOW AVERAGE IN MUNICIPAL EXPENDITURES AND ECONOMIC ABILITY, 1937\*

City	Library Expenditures	Municipal Expenditures	Economic Ability
Dayton.....	126	77	96
Duluth.....	123	87	97
Flint.....	115	87	87
Fort Wayne.....	121	55	90
Gary.....	120	67	60
Grand Rapids.....	125	73	91
Long Beach.....	132	98	88
South Bend.....	133	63	81
Tacoma.....	105	74	81
Toledo.....	161	83	96
Group average..	126	76	87

\* Source: Table 3.

an examination of the index numbers for these ten cities it is quite evident that the citizens in each have arrived at the conclusion that an adequately financed library is a social asset to their communities. This conclusion is substantiated by the fact that the library expenditure index numbers in all ten cities far exceed the municipal expenditure numbers, which, generally speaking, should fix close boundaries for the library expenditure numbers.

Another significant fact is that in seven cities the economic ability number is higher than the municipal expenditure number; in Flint the numbers are equal,

and in Gary and Long Beach the municipal expenditure numbers are larger than the economic ability numbers. Seven cities, therefore, are operating their municipal governments more economically, and consequently with a lower tax rate, than their economic ability numbers indicate they could afford; and yet they are supporting their permissive functions, if expenditures for libraries may be considered as representative of permissive functions, in better than average style.

In brief summary, these cities are below average in economic ability and municipal expenditures, but, because they are well governed, and because the special problems confronting larger cities and cities of the East and South are not present here, they are able to provide for their libraries to a better than average degree.

*Pattern 4: cities below average in library expenditures and above average in municipal expenditures and economic ability.*—

This group of only three cities is the exact opposite of Pattern 3. Chicago, Philadelphia, and Saint Louis—the second, third, and eighth largest cities in the country—make larger than average total municipal expenditures and have greater than average economic ability, but support their libraries more poorly than the average for the ninety-five cities of over 100,000 population. Because seven of the thirteen cities of over 500,000 population are above average on all three measures, the reasons for the below average status of the libraries in Chicago, Philadelphia, and Saint Louis call for close examination. Table 7 presents the index numbers for these three cities. From the statistical evidence afforded by these numbers the conclusion must be that the libraries receive far less than their proportionate share of municipal funds. The low rank of Chicago and

Philadelphia in library expenditures is well known;<sup>9</sup> and the low fixed library tax rate in Saint Louis has long been an obstacle to adequate support. A further investigation, the findings of which are tabulated below, shows that these three cities devote a considerably larger percentage of their revenues to the operation of general government (the legislative, executive, and judicial functions), and to police protection, than do three

TABLE 7\*

CITIES BELOW AVERAGE IN LIBRARY EXPENDITURES, AND ABOVE AVERAGE IN MUNICIPAL EXPENDITURES AND ECONOMIC ABILITY, 1937

City	Library Expenditure	Municipal Expenditure	Economic Ability
Chicago.....	73	126	117
Philadelphia.....	56	105	103
Saint Louis.....	90	104	117
Group average..	73	112	112

\* Source: Table 3.

cities of similar size which have above average library expenditures.<sup>10</sup> From the general current opinions prevalent today the assumptions may be made, too, that the city administrations of Chicago, Philadelphia, and Saint Louis are definitely inferior to those of Boston, Cleveland, and Washington.

Chicago and Philadelphia have large bonded debts, interest payments on which draw heavily on municipal income, and consequently reduce the amount of funds available for current operating expenditures. These three cit-

<sup>9</sup> C. B. Joeckel and Leon Carnovsky, *A Metropolitan Library in Action* (Chicago: University of Chicago Press, 1940), pp. 102-5.

<sup>10</sup> New York City is not included here because its index number of 101 for library expenditures is made possible by its income from endowment funds and not from the city appropriation alone.

ies also have suffered more than most of the other cities in their population group from sharply curtailed receipts from the real property tax. The huge tax delinquencies in Chicago,<sup>11</sup> Philadelphia, and Saint Louis are well known.

TABLE 8\*

COMPARISON OF LARGE CITIES ABOVE AVERAGE IN LIBRARY EXPENDITURES WITH LARGE CITIES BELOW AVERAGE IN LIBRARY EXPENDITURES IN PERCENTAGES SPENT ON GENERAL GOVERNMENT, POLICE, AND LIBRARIES, 1937

City	General Government	Police	Library
Chicago.....	11.7	12.3	0.927
Philadelphia.....	11.8	13.8	0.851
Saint Louis.....	9.5	15.9	1.370
Boston.....	7.3	9.9	1.964
Cleveland.....	8.4	8.6	3.517
Washington.....	4.9	9.8	1.307

\* Sources: Tables 20 and 24 of the unpublished dissertation.

In these cities, therefore, special municipal problems which demand excessive outlays for the purely housekeeping and protective aspects of government create conditions which, coupled with high fixed interest charges, combine to cause a situation unfavorable to satisfactory library support. Generally conceded political machine government adds a finishing touch to the unfavorable financial picture.

*Pattern 5: cities above average in library expenditures and economic ability and below average in municipal expenditures.*—This group of cities creates the general impression that they are economically able cities which provide better than average support for libraries. Expert opinion in the field of municipal govern-

ment would probably agree that the general character of the government in this group of cities is good. The one possible exception to this generalization is Kansas City, Missouri. However, the library in this city receives its income from public school funds and consequently is quite well insulated from sporadic municipally centered political manipulations. The cities which belong in this group are listed in Table 9. Four of the six cities, it will be noted, are in the Middle West.

TABLE 9\*

CITIES ABOVE AVERAGE IN LIBRARY EXPENDITURES AND ECONOMIC ABILITY, AND BELOW AVERAGE IN MUNICIPAL EXPENDITURES, 1937

City	Library Expenditures	Municipal Expenditures	Economic Ability
Indianapolis.....	135	94	108
Kansas City (Mo.)	105	97	142
Peoria.....	108	83	104
Saint Paul.....	109	74	104
Spokane.....	108	71	100
Wilmington.....	111	71	121
Group average..	113	82	113

\* Source: Table 3.

In Indianapolis and Kansas City, although the library funds come from the school district, the municipal expenditure numbers of 94 and 97 are so close to average (100) that for all practical considerations the cities may be said to be above the average on all three measures.

Peoria, with a population of 105,087, and Saint Paul, with 287,736 inhabitants, are middle western cities which are relatively free from pressing municipal problems and excessive municipal indebtedness. They are fortunate in their ability to keep their tax rates twenty and thirty index numbers lower than theoretical economic ability and still support a permissive function such as the library in

<sup>11</sup> Joeckel and Carnovsky, *op. cit.*, pp. 95-97. (A full discussion of the disastrous effects of tax delinquencies on library revenues in Chicago is given here.)

better than average style. These cities could raise expenditures for libraries and recreation quite substantially without greatly increasing the total municipal outlay or the burden on the taxpayers. If this were done, a very superior type of service might be rendered by these agencies.

Spokane, on the West Coast, and Wilmington, in the East, are the two remaining cities in this group. Spokane has an index of 100 for economic ability, 74 for municipal expenditures, and 108 for library expenditures. The low index of total municipal expenditures is particularly notable. In Spokane it would seem readily possible to increase taxes as special supplementary services are introduced, or as emergencies arise, because the potential economic ability of the city is considerably greater than the present tax levels.

The library expenditure index number for Wilmington, in which the library is of the older corporation type, would be considerably lower if only the library appropriation from the city were considered. In Wilmington approximately 22 per cent of the library's income is derived from income on endowment funds. If this additional income were not available, the library expenditure number of 111 would coincide more closely with the municipal expenditure number of 71. An economic ability number of 121 indicates that the city is potentially much more able to finance its municipal government than the present municipal expenditure number indicates. A comparatively low debt burden, \$59 per capita as compared with the average of \$100 for cities in the 100,000 to 300,000 group, enables this city to keep its taxes low, but it may be concluded that if the municipal expenditure number more closely approximated the economic ability num-

ber, the city would supply many more desirable services to its residents.

The fact that the library in Wilmington is not entirely dependent on city funds is probably the reason why the city does not support it more adequately. The library is quite independent of the city government. It is a corporation library and the trustees elect ten corporate board members, but seven ex-officio members represent the municipal government. A series of six contracts with the city definitely fixes the entire income the library receives from municipal funds.<sup>12</sup>

In summary, it is apparent that the cities which comprise this group are relatively well-administered cities, have small funded debts, and have few of the urgent problems which confront the larger cities in the East and South.

*Pattern 6: cities below average in library expenditures and economic ability and above average in municipal expenditures.*

—The most important observation that can be made concerning the five cities in this group is that, temporarily at least, they appear to be living beyond their means. In Yonkers the index of total municipal expenditures is more than twice as great as the index of economic ability, and the difference is almost as large in Lowell and New Bedford. All the four Atlantic seaboard cities in this group were in the midst of severe industrial depression in 1937. Obviously, the cities in this group have not reduced municipal expenditures to the same extent that their economic ability has declined. The library has suffered much more severely than municipal government in general. In predepression years the eco-

<sup>12</sup> Carleton B. Joeckel, *The Government of the American Public Library* (Chicago: University of Chicago Press, 1935), pp. 91, 98.

conomic ability indices were doubtless much higher.

The library expenditure index for the Enoch Pratt Free Library of Baltimore would be considerably lower than its present number of 92 if only income from the city appropriation were considered. Ten per cent of the library's income comes from interest on endowment funds, and 7 per cent comes from miscellaneous receipts. Thus only 83 per cent of the income comes from city funds.

TABLE 10\*

CITIES BELOW AVERAGE IN LIBRARY EXPENDITURES AND ECONOMIC ABILITY, AND ABOVE AVERAGE IN MUNICIPAL EXPENDITURES, 1937

City	Library Expenditures	Municipal Expenditures	Economic Ability
Baltimore.....	92	110	90
Lowell.....	49	121	61
Milwaukee.....	97	149	98
New Bedford.....	97	113	64
Yonkers.....	79	187	84
Group average..	83	136	79

\* Source: Table 3.

It is axiomatic that per capita municipal expenditures can be readily increased but that it is an extremely difficult task to reduce expenditures for any municipal functions. The municipal expenditure index numbers in these cities were built up during years of unequaled prosperity, and retrenchment commensurate with economic decline has not been made. Retrenchment is not possible either because citizens cannot easily force expenditures down or because citizens are willing to support government to the same high extent even when they are less able to do so. It is not the purpose of the study to attempt an answer to the question of how large per capita municipal expenditures must be to con-

stitute an onerous economic burden. The obvious fact remains that in the case of these cities and seven others in Pattern 8 the municipal expenditure numbers are much further out of line with the economic ability numbers than in eighty-three of the ninety-five cities studied.

Fundamentally related to the wide difference between above average municipal expenditure index numbers and substantially lower economic ability index numbers is the finding that the library expenditure numbers are also substantially lower than the municipal expenditure numbers. The hypothesis advanced from this finding is that large portions of the municipal income must be allotted to essential functions to maintain a comparatively adequate type of service.

*Pattern 7: cities below average in library expenditures and municipal expenditures and above average in economic ability.*—An entirely different type of city is represented in this group. The ten cities included seem theoretically able to support their municipal activities to a better than average extent, but the index numbers for municipal expenditures and library expenditures do not corroborate this hypothesis. The ten cities and their index numbers are listed in Table 11. The index numbers in this table include four southern cities which have a lower index number for library expenditures than for general municipal expenditures. No index number for municipal expenditures was available for Charlotte because of lack of data, but it is safe to assume that the library index is lower than the municipal index. This finding concerning southern cities reinforces the hypothesis advanced previously; namely, that in southern cities the library expenditure index is generally appreciably lower than the municipal expenditure index. Sixteen of the eighteen southern cities in-

cluded in the investigation have lower library expenditure indices than municipal expenditure indices. For one city, Charlotte, the municipal expenditure number is lacking, as stated above, but it may be presumed that this number is higher than the library expenditure number of 28. This leaves only one southern city, Memphis,<sup>13</sup> in which the index number (59) for library expenditures is higher

TABLE 11\*

CITIES BELOW AVERAGE IN LIBRARY EXPENDITURES AND MUNICIPAL EXPENDITURES, AND ABOVE AVERAGE IN ECONOMIC ABILITY, 1937

City	Library Expenditures	Municipal Expenditures	Economic Ability
Atlanta.....	47	67	120
Charlotte.....	28	†	102
Dallas.....	39	55	133
Des Moines.....	93	69	112
Nashville.....	40	57	100
Omaha.....	49	64	120
Richmond.....	58	87	109
Tulsa.....	65	61	105
Wichita.....	91	67	103
Youngstown.....	94	82	126
Group average..	60	68	113

\* Source: Table 3.

† This item was not available.

than that for municipal expenditures (46). Nevertheless, this city actually conforms to the general pattern for southern libraries because only 75 per cent of the library income is derived from the city of Memphis. Twenty per cent is given to the library to reimburse it for county service and 5 per cent comes from miscellaneous sources. The conclusion of this analysis of southern cities, therefore, is that the library expenditure index is uniformly lower than the municipal expenditure index and, furthermore, that in all but one city, New Orleans,<sup>14</sup> the

municipal expenditure index is also lower than the economic ability index.

This finding is reversed in the cases of four of the five remaining cities in Table 11. Des Moines, Tulsa, Wichita, and Youngstown have larger library expenditure indices than municipal indices. Omaha, on the contrary, follows the pattern of the southern cities. Local conditions in this city evidently must be investigated to afford any valid explanation of its low library index. Youngstown probably has a larger library index because it receives its appropriation from the centrally collected, locally shared intangibles tax and is not dependent upon an appropriation from the city of Youngstown.

The best hypothesis for the library expenditure index numbers being larger than the municipal expenditure index numbers in Des Moines, Tulsa, and Wichita is that these cities have no heavy demands upon the essential functions of government and therefore are able to allot a larger percentage of the budget to a permissive function, the library. In cities where total per capita municipal operating expenditures are below average, it is necessary to allot a larger percentage of the total to the library than in cities with above average total per capita municipal expenditures, if the library is to receive the average per capita library income of \$0.64.

*Pattern 8: cities above average in library expenditures and municipal expenditures and below average in economic ability.*—Like the cities in Pattern 6 (cities below average in library expenditures and economic ability and above average in municipal support), the ten cities in this group appear to be currently spending more than their economic ability warrants. Also like the cities in Pattern 6, they are generally located in the same

<sup>13</sup> See Table 5.

<sup>14</sup> See Table 5.

geographical region. In Pattern 6, four of the five cities were on the East Coast. Here nine of the ten cities are in the same section of the country. But Table 12 shows one essential difference from Table 10. These cities, which have higher than average municipal expenditure index numbers, also (and this is the difference) have considerably higher than average index numbers for library expenditures.

Detroit is the only midwestern city in this group. There are no representatives from the South, the Southwest, the Mountain states, or the Far West in the group. None of the libraries in this pattern have attained their higher than average position because of additional funds received as income from endowment funds. Their supplementary funds, if any, are derived from fines, fees, and rental collections. Detroit in 1937 received a small grant (4 per cent of the total) from the state of Michigan.

Generally considered, these libraries are financed about as well as the general municipal operating income of the city permits. In four cities the library expenditure index is higher than the municipal expenditure index, and in six the opposite condition exists. In other words, a permissive function of government, usually one of the last to be considered when appropriations are made, has in these cities been financed so adequately that they are above average in library income. The broad conclusion which may be drawn is that the total per capita municipal expenditure amount has been set at a sum high enough to provide adequately for both the essential and the permissive functions of government.

Just how great a hardship is inflicted upon taxpayers in cities where the municipal expenditure index number is substantially higher than the economic abil-

ity index number is beyond the scope of the present investigation. All these cities are highly industrialized, and their indices of economic ability may have been only temporarily reduced in 1937. If the municipal expenditure indices can be maintained at their above average level, while economic ability remains below average in these cities, there will be convincing proof that taxpayers are content

TABLE 12\*

CITIES ABOVE AVERAGE IN LIBRARY EXPENDITURES AND MUNICIPAL EXPENDITURES, AND BELOW AVERAGE IN ECONOMIC ABILITY, 1937

City	Library Expenditures	Municipal Expenditures	Economic Ability
Bridgeport.....	162	111	90
Buffalo.....	138	171	98
Detroit.....	116	128	92
Elizabeth.....	125	100	87
Jersey City.....	137	187	80
Lynn.....	128	133	89
Somerville.....	138	142	75
Trenton.....	123	100	88
Utica.....	128	121	90
Worcester.....	148	157	95
Group average..	134	135	88

\* Source: Table 3.

to support generously the functions which they consider essential and desirable to their physical and mental well-being even though they have fewer dollars left in their pockets.

#### CONCLUSION

Two major purposes have been undertaken in this study: (1) to determine statistically the relationships (a) between theoretical economic ability and actual total municipal operating expenditures and (b) between theoretical economic ability and library expenditures; and (2) when these relationships have been established, to determine the various

groups into which the individual cities resolve themselves.

The first finding is a coefficient of  $+ .348$  between economic ability and total municipal expenditures. In other words, there appears to be a slight tendency for higher municipal expenditures and greater economic ability to accompany each other.

The second finding is a coefficient of  $+ .378$  between economic ability and library expenditures, showing substantially the same correlation between library expenditures and economic ability as between total municipal expenditures and economic ability.

Third, although the above correlations are positive and significant, they are not as high as the coefficient of correlation between library expenditures and municipal expenditures, which was found to be  $+ .669$ . From the point of view of possible prediction, therefore, the level of per capita total municipal expenditures is likely to be a surer indication of library expenditures than the theoretical measure of economic ability.

It is believed that the coefficients discovered in the study represent accurately the findings for the ninety-five cities investigated *as a group*. These findings should not be construed as accurate predictions which apply infallibly to every individual city. Numerous exceptions and direct reversals of the general trends have been discovered.

The individual positions of the ninety-five cities were next investigated. Fifty-one cities were found to be either above or below the average in all three measures, twenty-three being above and twenty-eight below. The remaining forty-four cities resolve themselves into the six divergent patterns described above.

From these two conforming and six diverging patterns of cities Table 13 has been constructed to present the status of the ninety-five cities by broad geographical sections of the country. The six regions listed by Odum<sup>15</sup> have been used in the tabulation, but Odum's Northeast region has been divided into two regions (New England and the Middle Atlantic states) because the positions of the cities in these sections vary widely in all three measures of library expenditures, municipal expenditures, and economic ability.

The table reveals the essential findings regarding the ninety-five cities when they are grouped according to their geographical regions. A general statement for each of the seven regions is made in the following paragraphs.

1. *New England*.—The great majority of the cities of over 100,000 population in New England are above average in library expenditures and municipal expenditures, but only half of these cities rank above average in economic ability. In general, the citizens of these New England cities are exerting greater than average effort to maintain the high position which their libraries have held for many years. Library expenditures have held closely to the general level of total municipal expenditures.

2. *Middle Atlantic*.—Two-thirds of the Middle Atlantic cities are above average on all three financial measures. Only one-third of these cities are below average in economic ability, as compared with half the cities in New England. From this analysis it is shown that the economic ability of the cities, chiefly in New York, New Jersey, and Pennsyl-

<sup>15</sup> H. W. Odum, *Southern Regions of the United States* (Chapel Hill: University of North Carolina Press, 1936), p. 6.

vania, has been better maintained than that of the cities in Massachusetts, Connecticut, and Rhode Island. It is quite likely that this fact has resulted because the industries in the Middle Atlantic cities are much more diversified than they are in New England.

3. *Southeast*.—The fourteen cities in the Southeast are all below average in municipal expenditures and in library

ing findings of this study is that in about two-thirds of the twenty-five cities of the Middle West, library expenditures are definitely in a better relative position than either total municipal expenditures or economic ability. Sixteen of the twenty-five cities are above average in library expenditures, but sixteen are below average both in municipal expenditures and in economic ability. Condi-

TABLE 13\*

POSITION OF THE NINETY-FIVE CITIES OVER 100,000 POPULATION IN THE MEASURES OF LIBRARY EXPENDITURES, MUNICIPAL EXPENDITURES, AND ECONOMIC ABILITY, 1937

(Arranged by Region)

GEOGRAPHICAL REGION	NUMBER OF CITIES	ABOVE AVERAGE			BELOW AVERAGE		
		Library Expenditure	Municipal Expenditure	Economic Ability	Library Expenditure	Municipal Expenditure	Economic Ability
New England.....	13	10	12	6	3	1	7
Middle Atlantic.....	21	13	14	14	8	7	7
Southeast.....	14	0	0	4	14	14	10
Southwest.....	6	0	0	2	6	6	4
Middle West.....	25	16	9	9	9	16	16
Northwest.....	6	1	1	3	5	5	3
Far West.....	10	9	6	7	1	4	3
Total.....	95	49	42	45	46	53	50

\* Source: Table 3.

expenditures. Four cities, however, are above the average in economic ability. The hypothesis is advanced that these four cities have just recently attained this favorable economic position and that the municipal tax systems cannot catch up or have not yet caught up with rapid changes in the economic ability of the cities.

4. *Southwest*.—The pattern in the Southwest is similar to that in the Southeast. All six cities in the Southwest are below average in municipal expenditures and library expenditures and two-thirds of them are also below average in economic ability.

5. *Middle West*.—One of the interest-

tions for relatively liberal library financing seem favorable for all but the larger cities in this section in spite of below average economic ability and municipal expenditures. The absence in these cities of the pressing problems which affect the essential functions of municipal government in cities in the East and South may very likely make this favorable situation for libraries possible.

6. *Northwest*.—Five of the six cities in the Northwest are below average in municipal expenditures and library expenditures. Three cities are above and three below average in economic ability. The cities in this part of the country illustrate excellently the finding presented earlier,

namely, that library expenditures are in closer accord with actual total municipal operating expenditures than with theoretical economic ability.

7. *Far West*.—Of the ten cities on the Pacific Coast nine rank above average in library expenditures. This is a better average than that shown by any other region. This fact is all the more striking because only six cities are above average

in municipal expenditures and only seven above average in economic ability. Evidently these cities are able to operate their essential functions satisfactorily on relatively low total incomes. Here again, as in the Middle West, the absence of heavy demands for essential municipal services releases funds for the maintenance of libraries, recreational agencies, and schools.

## THE LIBRARIES OF THREE NUREMBERG PATRICIANS, 1491-1568

LEONA ROSTENBERG

THE notable private collections which form the subject of this paper were by no means the first libraries in Nuremberg. Among the various bequests made in his last testament of August 23, 1443, Dr. Konrad Kunhoffer, the Nuremberg jurist, decreed that his one hundred and fifty-one books already in the custody of the magistracy were "forever to remain their property in honor of the Almighty Father and to the advantage of the entire community."<sup>1</sup> Kunhoffer's rich legacy of theological tracts, medical compendiums, and juridical works became the nucleus of a municipal library, the *Librei*, administered and maintained by the city. By 1486 the town fathers could refer with pride to an increase of two hundred and twenty volumes, which during the last four decades had been partly purchased and partly donated. Details of the library's administration were carefully recorded by members of the magistracy. Payments to bookdealers, binders, and rubricators are numerous. On June 10, 1488, the syndic, Johann Polras, received from the elder burgomaster, Hans Tucher, two florins "for his work at the library which included the illumination of books and the compilation of indexes."<sup>2</sup> However, although by 1500 the *Librei* encompassed a goodly number of books,

it was soon to be overshadowed by the new private collections which were to continue the tradition of books in this "golden Corinth" of the north.

The three Nuremberg libraries to be discussed have certain common traits, as well as some differences. All were owned by patricians and show the direct influence of Italian and German humanism. The largest—that of Willibald Pirkheimer—reveals the conscious efforts of a great bibliophile to amass a collection distinctive for its literary and philosophical content. The smallest—that of Anton Tucher—emphasizes the integration of the Renaissance worlds of art and books. The more varied Behaim collection represents not only the textbooks of the German schoolboy but the literary pursuits of his patrician father.

### I

Reflecting upon the books of his patron Pirkheimer, Johann Cochlaeus, the headmaster of the Nuremberg school, declared that "no similar collection in both tongues could ever be found throughout Germany."<sup>3</sup> This superb library of philosophy, history, theology, science, jurisprudence, Hebraica, grammar, and contemporary letters filled the shelves of the patrician's study at Neunhof. Begun by his father, the collection was increased by acquisitions during Pirkheimer's univer-

<sup>1</sup> J. Petz, "Urkundliche Beiträge zur Geschichte der Bücherei des nürnbergers Rates, 1429-1538," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1886), VI, 93.

<sup>2</sup> *Ibid.*, p. 54.

<sup>3</sup> Pomponius Mela, *Cosmographia, parvo quodam compendio Joannis Coclei Norici audacta* . . . (Nürnberg: Weyssenburger, 1512); see the Preface of Cochlaeus.

sity days at Padua and Pavia and by purchases in later life.<sup>4</sup>

In May, 1491, the young student wrote to his father from Padua that he had just sent him a new book by Marsilio Ficino but that he had been unable to acquire in that city Ficino's *Theology* or a Plato. "Suetonius with commentary has been completed but not as yet Quintilian. The *Catilina* of Sallust with Vala's annotations has been printed. The orations of Cicero with commentaries are on the press."<sup>5</sup> This letter, however, fails to mention his recent gift of Cicero's *De oratore* to his master, Johannes Calphurnius, or the copy of the works of Horace which he had recently acquired. Two months later he complained that nothing new in theology had been published. At the same time he thanked a friend for sending him the Greek volumes "in which I so exceedingly delight. I beg you if anything new shall be printed at Florence, be sure that I am informed. God willing, I shall travel to Florence for [the purchase of] Greek books."<sup>6</sup>

Having completed his law course at Pavia, Pirkheimer returned in 1497 to Nuremberg, where he soon drifted into local politics. His reputation as a scholar came to the attention of Emperor Maximilian, who appointed him his literary

adviser. Preoccupied with his career, Pirkheimer now had little time to visit the fairs or search the bookshops and stalls of former days. Not unlike many other famous collectors, he petitioned friends and stationed agents in Italy and Germany to ferret out ancient codices, to obtain new volumes, and to report to the impatient scholar the latest in the realm of books.

Only two years after his return to Nuremberg, Pirkheimer begged his young friend Anthony Kress, a law student at Pavia, to inform him regarding new publications. In January, 1499, he remarked that he had received all the books dispatched to him by Kress at his order, adding that they were much to his liking, with the exception of the works of Felinus, "which have considerable defects." It is quite evident that Pirkheimer had carefully collated this volume of legal tracts by the Italian jurist, Sandeus of Felina, and had discovered the omission of certain parts. Throughout his career Pirkheimer was a ready observer and critic of the fraudulent methods of the bookseller and the increasing carelessness of the printer.

I fear these dealers have deceived you, for theirs is a tricky race. They promised to give you the complete works of Felinus and instead have omitted certain titles. The chapters "De rescriptis," "De officio ordinarii," "De officio iudicis," "De litis contestatione," and the "Sermo de indulgentia" are lacking.

Notwithstanding this duplicity, Pirkheimer ordered Kress to purchase a work by Paul de Castro, the *Investitura* of Sancto Georgio, "if printed," and to tell him of whatever had been lately published, "especially among 'consilia.'" <sup>7</sup>

The purchases of Kress at the beginning of 1501 included copies of the works

<sup>4</sup> The collection of books presented by the sixth duke of Arundel to the Royal Society in 1681 includes many works from Pirkheimer's library. His grandfather, the duke of Norfolk, had purchased the Pirkheimer library in 1636. See *Bibliotheca Norfolkiana: sive catalogus libb. manuscriptorum & impressorum . . . quos . . . Henricus Dux Norfolkiae Regiae Societati Londinensi . . . donavit* (London, 1681); see also Emile Offenbacher, "La Bibliothèque de Willibald Pirkheimer," *Bibliotheca*, XL (July, 1938). This is but a partial list of the books owned by Pirkheimer, compiled from sales records, and the author does not discuss Pirkheimer's methods of acquisition.

<sup>5</sup> Willibald Pirkheimer, *Opera*, ed. Melchior Goldast (Frankfurt a.M., 1610), p. 251.

<sup>6</sup> *Ibid.*, p. 258.

<sup>7</sup> Georg von Kress, "Acht Briefe Willibald Pirkheimer," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1879), I, 74.

of Simplicius and Prudentius. Acknowledging their arrival, Pirkheimer wrote: "I am herewith inclosing a list of books which I wish to obtain, along with their prices," adding, however, that he was not really concerned about the cost of the books as long as he could have them.<sup>8</sup> From Nuremberg the young counselor chatted about Italian publications:

Jerome Imhof purchased for me at four marcelli the Psalter recently printed by Aldus at Venice. They have issued a Greek Psalter at Milan with a Latin commentary in larger format than the Aldine. I should like to have both. Furthermore, I would like you to investigate whether there be any poor Greek scholar at Pavia who could translate for me at a suitable price, word for word, some of the comedies of Aristophanes.<sup>9</sup>

During the summer of 1501 Pirkheimer plied Kress with questions about the projected Aldine Bible to be printed in Latin, Greek, and Hebrew and asked to be informed about forthcoming publications.<sup>10</sup> It appears that the further purchase of incomplete Greek texts during the year by Kress incurred some admonition:

Buy no more Greek books! I have found some defects. I ask you that you demand from the bookseller that he make these good, both in the works of Aristotle and in the *De plantis* of Theophrastus. An entire quire is missing in the *Argonautica* of Apollonius—that of letter T. I cannot determine what is wanting in the copy of Euripides, since it does not have a register. I recall having seen at some time several Euripidean tragedies in Italy, which I believe were printed, but perhaps the printer deceived you, as is customary.<sup>11</sup>

By September, 1502, the young enthusiast had completely forgotten the

trickery of the trade. Again he implored Kress to buy certain new works which he understood had been printed in Greek type at Milan:

If this be true, see that I have them, as well as anything new that appears pertaining to the Latin humanities. I have heard also that the complete works of Cicero have been printed at Milan. If this can be obtained, I beg you to purchase it for me. I would that you also investigate whether the fifth volume of Aristotle's works is to be printed.

He continued that he owned three volumes of the Stagirite's writings but lacked the first and last. After enumerating the contents of both volumes he remarked that, according to rumor, each could be purchased at two ducats. "If you buy these books at that price, or even for a little more, say five ducats, you would do me a great favor."<sup>12</sup> Acknowledging the receipt of a book in Chaldean in 1505, Pirkheimer boasted that he owned copies of practically every text printed in Italy.<sup>13</sup>

From Venice his close friend Dürer bemoaned his inability to find the books which the scholar wanted. In a letter of 1506 the artist remarked that he had just spoken to a dealer who did not know of anything new in Greek which had appeared recently. "There is nothing of significance by the Italians in the field of history pertinent to your studies. It is always one and the same."<sup>14</sup>

<sup>12</sup> *Ibid.*, p. 84. The fifth volume of Aristotle's *Opera Graeca* had been printed in June, 1498; apparently Pirkheimer did not know this. He had fairly accurate information about the prices of Volumes I and V. The former is listed at one and one-half ducats, the latter at two (Renouard, *op. cit.*, II, 148-49).

<sup>13</sup> Bernhard Hartmann, "Konrad Celtis in Nürnberg," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1889), VIII, 67.

<sup>14</sup> Moriz Thausing (ed. and trans.), "Dürers Briefe, Tagebücher und Reime," in *Quellenschriften für Kunstgeschichte* (Vienna, 1872), III, 14.

<sup>8</sup> *Ibid.*, p. 75.

<sup>9</sup> *Ibid.* Imhoff appears to have been an honorable friend. The price of the Greek Psalter is announced in the first Aldine catalog at four marcelli, the exact amount reported by Imhof to Pirkheimer (A. A. Renouard, *Annales de l'imprimerie des Alde* [Paris, 1803], II, 149).

<sup>10</sup> Kress, *op. cit.*, p. 81.

<sup>11</sup> *Ibid.*, p. 83.

As the years passed and Pirkheimer's library grew, he was repeatedly deceived by the treachery of booksellers. His scathing criticism of the Strassburg *Ptolemy*, edited by him, brought from its printer protests of indignation to which the scholar retorted:

You imagine that if you print a lot of nonsense and old wives' tales in [my] book you have done a good piece of work. Your tricks might go with children and the ignorant, but among the learned I along with you will prove the butt of their ridicule.<sup>15</sup>

Despite his dissatisfaction with the printers' foibles, Pirkheimer as late as 1520 still commissioned agents to procure his books. Cochlaeus, stationed at Frankfurt, purchased for him the works of Seneca, the lives of the Caesars, and "much else according to your instructions." He added that on the sheet inclosed with his letter were titles which his patron perhaps had not seen. In conclusion he referred to the impending arrival of Hutten's *Dialogues* from a Mainz press.<sup>16</sup>

Although Pirkheimer's agents purchased his books, their selection depended upon his particular interest, which often had been aroused by the suggestions of friends. Beatus Rhenanus wrote in November, 1511:

You wish to know, if I read correctly, what is now appearing at Basle. Erasmus is revising and augmenting his annotations on the New Testament. His *Adages*, greatly increased, are on the press, as well as his *Querela pacis* and his translation of the *Declamatio de morte Luciani*. Suetonius, Aelius Spartianus, Lampridius, the two books of Theodore Gaza on the institutes of grammar, his letters, and a work on the best form of government by the Englishman Thomas More (to which he has given the happy title "Utopia") [are all being published]. Erasmus is

preparing his commentary on the Pauline Epistle.<sup>17</sup>

The influence of Rhenanus' letter on Pirkheimer is evident. A month later he wrote to Erasmus, "We wait impatiently for your New Testament and also your commentaries upon the great Paul."<sup>18</sup>

Pirkheimer did not rely solely on the services of his agents; when he had the opportunity, he made some purchases himself. With glee he reported to Reuchlin in 1512 that while at Trêves he had found various old books in both Greek and Latin.<sup>19</sup> Upon the death of his fellow-citizen, Regiomontanus, he bought a part of his library.<sup>20</sup> In 1514 his manuscript collection was increased by purchase from the estate of the great bibliophile, Matthias Corvinus, king of Hungary.<sup>21</sup>

Frequently the shelves at Neunhof were enhanced by gifts of books sent or dedicated to Master Willibald. In February, 1520, Cochlaeus notified Pirkheimer that he was awaiting Koberger's messenger to bear to Nuremberg his translation of the works of Maxentius.<sup>22</sup> From Oecolampadius at Basle arrived inscribed copies of his study on Greek literature and his treatise *De dignitate Eucharistiae sermones duo*. Although not an active participant in the Reformation, Pirkheimer was, nevertheless, the recipi-

<sup>17</sup> A. Horawitz and K. Hartfelder, *Briefwechsel des Beatus Rhenanus* (Leipzig, 1886), p. 98.

<sup>18</sup> Percy S. Allen (ed.), *Opus epistolarum Des. Erasmi Roterdami* (Oxford, 1906), III, 179.

<sup>19</sup> Ludwig Geiger (ed.), "Johann Reuchlins Briefwechsel," in *Bibliothek des literarischen Vereins in Stuttgart* (Tübingen, 1875), XXXVI, 183.

<sup>20</sup> H. Petz, "Urkundliche Nachrichten über den literarischen Nachlass Regiomontans und B. Walters, 1478-1522," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1886), VII, 239.

<sup>21</sup> Offenbacher, *op. cit.*, p. 250.

<sup>22</sup> Böcking, *op. cit.*, p. 321.

<sup>15</sup> Oscar Hase, *Die Koberger* (Leipzig, 1885), p. cxxix, No. 118.

<sup>16</sup> Eduard Böcking, *Ulrichs von Hutten Schriften* (Leipzig, 1859), I, 335.

ent of tracts written by its leaders. An admirer, visiting the storm center at Wittenberg, sent him a copy of the Reformer's *Sermo de virtute excommunicationis*.<sup>23</sup> Melancthon himself inscribed a copy of his *Epistola de Lipsica disputatione* to "the most excellent Willibald Pirkheimer, ornament of the city of Nuremberg."<sup>24</sup> From the fiery Hutten came a copy of his *Aula*, bearing an autographed note for his "stouthearted and faithful Willibald." Two of Dürer's most important treatises—*Unterweisung der Messung* and *Vier Bücher von menschlichen Proportion*—were dedicated to his "especially dear master and friend, Willibald Pirkheimer." These were to take their place with the savant's other books, exquisitely illuminated by "his devoted servant Dürer."<sup>25</sup>

Upon Pirkheimer's death in 1530 his famous collection passed to his grandson, to be dispersed in time on foreign soil far from the beauty and quiet of Neunhof.<sup>26</sup>

## II

On January 14, 1514, Anton Tucher recorded in his diary the purchase of Isocrates' "Advice to the Youth Demoni-

cus," which "Master Willibald Pirkheimer has translated from Greek into German. This cost me five pfundt."<sup>27</sup> As "pater patriae" of Nuremberg, Tucher, like Pirkheimer, was an active politician and, to a lesser degree, a patron of arts and letters.<sup>28</sup> A friend of Frederick the Wise of Saxony, he likewise favored the Lutheran cause. Although the works of the great friar were prohibited in the city, the Elector sent "his honorable, wise, and especially dear Anton Tucher" Luther's edition of the New Testament.<sup>29</sup>

The evangelical books dispatched to the Tucher home "Zu der Krone" on the Heumarkt formed part of a small library previously assembled by the chief magistrate. Unlike his cousin, Hans Tucher, keeper of the municipal library, Anton fondled no splendid copies of the works of Ptolemy or Galen. With the exception of a copy of the *Theuerdank* and the printed editions of Dürer's *Small Passion* and *Large Passion*, Tucher's collection consisted of an array of prayer-books issued by Koberger and lesser-known local craftsmen. The contents of these books are of little importance. Of greater significance is Tucher's employment of representative artists for their preservation and enhancement.

<sup>23</sup> See "Catalogue VII," *Incunabula, Humanists, Reformation Tracts from the Library of Willibald Pirkheimer and Other Sources* (London: E. P. Goldschmidt & Co., Ltd., n.d.), No. 252.

<sup>24</sup> *Ibid.*, No. 262.

<sup>25</sup> For Dürer's illumination of Pirkheimer's books see Erwin Rosenthal, "Dürers Buchmalereien für Pirkheimers Bibliothek," in *Jahrbuch der preussischen Kunstsammlungen* (Berlin, 1928), Beiheft zu Band XLIX, Teil I.

<sup>26</sup> For the subsequent history of Pirkheimer's library consult the following: n. 4, above; *General Catalogue of Books Offered to the Public at Affixed Prices* (London: Quaritch, 1874); Henry M. Mayhew and R. Farquharson Sharp, *Catalogue of a Collection of Early Printed Books in the Library of the Royal Society and Catalogue of Valuable Printed Books Sold by Order of the President and Council of the Royal Society* (London: Sotheby & Co., 1925).

<sup>27</sup> Wilhelm Loose (ed.), "Anton Tuchers Haushalt Buch," in *Bibliothek des literarischen Vereins in Stuttgart* (Tübingen, 1877), CXXXIV, 126. This was undoubtedly a manuscript version of Isocrates' work, since it was not printed until 1606, in *Theatrum virtutis et honoris* (Nuremberg).

The currency terms employed on this and the following pages have approximately these equivalents: 1 thaler = 1 gold gulden, 2 shillings; 1 gold gulden = 4 florins; 1 florin = 2 pfundt; 1 pfundt = 30 shillings.

<sup>28</sup> It was Tucher who commissioned Veit Stoss to execute the exquisite Angelic Salutation in the Church of St. Lorenz.

<sup>29</sup> J. Köstlin, "Briefe von Kursächsischen Hofe an A. Tucher in Nürnberg aus den Jahren 1518-1523," in *Theologische Studien und Kritiken* (1882), LV, 700.

As the busy magistrate entered in his household-book his daily expenditures for a cask of Rhenish wine or a heavy cloak of camlet cloth, so he inscribed, from 1507 to 1525, the price of a new prayer-book, the details of a binding, or the illumination of a woodcut.

Tucher's entry for March 25, 1511, closes with a reference to his library. "Paid Hieronymus Hölzel for the binding of the three large and three small Passions of Turer, one florin."<sup>30</sup> These two famous works, purchased almost immediately after their appearance, had been printed by Dürer in his house near the Thiergarten Gate under his own supervision, with the assistance of Koberger's apprentices. Opposite each cut is a verse by Benedict Chelidonius, known to his friends as "Musophile." Tucher's reference to these items throws some light on the development of the book craft. It appears that binding was not restricted to a specific group of artisans but was undertaken by well-established printers. Hölzel had been typographer to the Sodalitas Celtica, an important literary society, and in true humanistic style signed his colophons as "concivis Nurenbergensis." Yet this associate of the learned appears to have accepted any type of work connected with his profession. At an earlier date he had received from the city fathers the payment of some twenty-four florins for binding books at the city hall over a period of a year and a half.<sup>31</sup>

Following this entry there is scant reference to Tucher's library until September, 1514, when its owner ordered for a prayer-book a binding weighing "1½

lot" from the goldsmith Kraft, who lived on the Stopfelgasslein. The amount expended was one florin.<sup>32</sup> Undoubtedly this work was done by the goldsmith Hans Kraft, who designed gold chains and "impressed portraits in metal" for the magistrate's patrician friends.<sup>33</sup> On September 27, Tucher visited the council chamber and purchased for ten pfundt a ream of Ravensburg paper, which shortly after was probably incorporated, along with additional sheets, into a new account-book consisting of three hundred leaves. The second batch of paper cost four and a half pfundt "plus an additional five to Wagner for the binding and ruling of the pages, making a total of nine pfundt, twelve shillings."<sup>34</sup> Tucher gives no reason for deserting Hölzel and assigning the work to Peter Wagner, who was a comparatively inactive printer, although, like his confrere, a man of some learning; he had matriculated at the University of Erfurt and was known to his colleagues as "currifex." Wagner may have been at the time engaged solely in the binding of books, as few publications emerged from his press after 1500. Toward the end of the year Tucher purchased another manuscript copy of Pirckheimer's translation of the *Advice* of Isocrates—for which he paid, however, one pfundt less, perhaps because it consisted of nine rather than eleven leaves.<sup>35</sup>

During the next three years the household-book makes no reference to the growth of the library or to the patrician's interest in books. At the end of 1517 Tucher mentions the payment of fifteen pfundt, twenty shillings, to Jo-

<sup>30</sup> *Ibid.*, p. 114.

<sup>31</sup> E. Wernicke, "Zur nürnbergischen Künstlergeschichte," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1893), X, 57.

<sup>32</sup> *Ibid.*, p. 114-15.

<sup>33</sup> *Ibid.*, p. 116.

<sup>30</sup> Loose, *op. cit.*, p. 91.

<sup>31</sup> *Ibid.* For Hölzel and works printed by him see Karl Schottenloher, *Die Entwicklung der Buchdruckerkunst in Franken bis 1530* (Würzburg, 1910), p. 58.

hann von dem Peypus for six German prayer-books, which in all probability were distributed to members of the family as New Year's gifts.<sup>36</sup> These neat octavo prayer-books were copies of the popular religious work *Hortulus animae*, which closely resembled the French *Horae* issued by Verard and Jean du Pré. In March, 1518, Tucher purchased from a certain Tonlen a "book of poetry" for his nephew at fifty shillings and a "Donatus" at twenty.<sup>37</sup> Among his other gifts was a prayer-book presented to his cousin, "long Hans." The work is described as "decorated throughout with beautiful illustrations, having a gilded copper cover closed by gilt copper clasps. With everything included it cost me seven florins."<sup>38</sup>

The most important of Tucher's entries regarding his library appears on April 3, 1518, when he spent twenty-nine pfundt for the purchase of a prayer-book, including complete ornamentation and binding. His itemized account is as follows:

One printed prayer-book from Koberger . . . . .	84 shillings
To Guldenmund for the painting of its illustrations and for the application of wax to all leaves . . . . .	4 florins
For the binding . . . . .	3 pfundt
For the velvet . . . . .	3 pfundt
To Lindenast for the gilded copper ornamentation . . . . .	12 pfundt <sup>39</sup>

The production of this volume involved the services of two local craftsmen. Hans Guldenmund, a woodcutter and illuminist, was to win recognition later for his engravings of Reformation leaders.<sup>40</sup>

<sup>36</sup> *Ibid.*, p. 155. Peypus did much printing for the Koberger office.

<sup>37</sup> *Ibid.*, p. 170, n. 1.

<sup>38</sup> *Ibid.*, p. 155.

<sup>39</sup> *Ibid.*

<sup>40</sup> *Allgemeine deutsche Biographie* (Leipzig, 1879), X, 111 ff.

Sebastian Lindenast was a leading copiersmith. The delicate artistry of his work had attracted the attention of the emperor, who privileged him to apply silver and gold to his copper designs.<sup>41</sup>

On the very same day Tucher refers to his copy of the *Theuerdank*, "given to me by the Provost of St. Sebald. For the illumination of the 118 designs I paid Guldenmund four and a half florins." He appears to have had the work bound the following March, stating that he had paid five pfundt to the binder on the Chappenzipfel "for the book called Tewrdanck."<sup>42</sup> This famous poem, celebrating the exploits of the Emperor Maximilian, was printed in Nuremberg in 1517. Tucher's copy is of exceptional interest, having been presented to him by the author, Melchior Pfintzing, the "gentle" provost of St. Sebald. It is of special significance that a copy should have been found in Tucher's possession at so early a date. The edition was privately printed and not intended for sale. Very few copies passed out of the emperor's possession during his lifetime. The main stock lay in six chests at Augsburg until March, 1526, when Archduke Ferdinand decided to distribute the remaining volumes as memorials of the late emperor.<sup>43</sup> Hence Tucher's copy appears to have been one of the few allowed to the author.

At the end of 1518 Tucher purchased a vellum copy of the *Hortulus* from Koberger at two florins. Again the addition-

<sup>41</sup> G. W. K. Lochner, "Der Johann Neudorffer Schreiber und Rechenmeisters zu Nürnberg Nachrichten von Künstlern und Werkleuten daselbst aus dem Jahre 1547," in *Quellenschriften für Kunstgeschichte* (Vienna, 1875), X, 37.

<sup>42</sup> Loose, *op. cit.*, p. 98, n. 2.

<sup>43</sup> Richard Muther, *Die deutsche Bücherillustration der Gothik und Frührenaissance (1460-1530)* (Munich, 1922), p. 845; Ch. Fairfax Murray *Catalogue of German Books* (London, 1913), II, 329.

al expenses are enumerated. He now paid the artist Springinklee five florins for the illumination of the sixty-one woodcuts and expended an additional ten pfundt for the binding, including three pfundt for the necessary velvet. Sebastian Lindenast executed the metal ornamentation, while Glockendon painted a "Tucher crest and a skeleton. The whole came to ten florins, four pfundt."<sup>44</sup> Hans Springinklee had learned the art of woodcutting and painting at Dürer's studio. He assisted with the execution of the triumphal procession and the triumphal arch of Maximilian. His contemporary, the chronicler Johann Neudorffer, highly esteemed his designs and borders for this edition of the *Hortulus*.<sup>45</sup> Jorg Glockendon, regarded by Neudorffer as "particularly adept in the execution of flourishes," was a dealer in painted coats-of-arms and an illuminist of psalters and prayer-books.<sup>46</sup>

Tucher's last literary entry is dated March, 1519, when he paid Guldenmund fourteen pfundt for the illumination of a small *Hortulus animae* containing eight woodcuts, sixteen border designs, and one hundred small initials. The binder received three pfundt.<sup>47</sup>

### III

Unlike the bindings in Tucher's library, those acquired by Paul Behaim the Elder do not display the delicate craftsmanship of the German Renaissance. Their owner, however, like his predecessors, Pirkheimer and Tucher, was a busy politician and military administrator of the city defenses.

Although Behaim was largely en-

grossed with civic concerns, the meticulous care with which he daily itemized household expenditures is comparable to Tucher's.<sup>48</sup> From 1548 to 1568 he entered the cost of such varied items as new iron kitchen pots, a portrait of St. John the Baptist, and a tub of butter. The entries frequently afford intimate glimpses into the cultural delights of this active patrician. Although the early years contain considerable reference to his acquisition of Venetian majolica and Flemish tapestries, his greatest collecting joy lay in books. This interest, somewhat latent prior to the education of his oldest son, developed as the school years of little Paul passed. In the account-book are recorded the purchase of a "Donatus," a catechism, a new Greek grammar. When the necessary tools for the son's education came to the attention of the father, his own interest in the world of books seems to have been stimulated. Behaim's journal serves not only as a faithful mirror of school texts but as a guide to the bookshelves of a fairly enlightened German patrician. His preoccupation with current literature marks him as a collector worthy of mention in this period of religious turmoil and internal strife. His library falls into two general categories, evangelical and historical. As an influential Protestant he sought the treatises of Luther and other reformed divines; as a military expert his natural preference was for historical literature.

From 1548 to 1572 the purchase of forty-odd books is recorded, of which twenty-one were bought for the children.<sup>49</sup> The remaining items, selected by

<sup>48</sup> J. Kamann, "Aus nürnbergischer Haushaltungs- und Rechnungsbüchern des 15. und 16. Jahrhunderts," in *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (Nürnberg, 1886), VII, cf. esp. 66, 86, 89, 93, 115, etc.

<sup>49</sup> Behaim does not always specify the exact number of books purchased, and therefore no exact de-

<sup>44</sup> Loose, *op. cit.*, p. 155.

<sup>45</sup> Lochner, *op. cit.*, p. 144; Muther, *op. cit.*, pp. 1532 ff.

<sup>46</sup> Lochner, *op. cit.*, p. 140.

<sup>47</sup> Loose, *op. cit.*, p. 155.

the patrician for himself, were doubtless assembled in the small yellow writing-room overlooking the Zistelgasse. The majority were collected at Nuremberg and at Frankfurt and Prague, distinguished for their book fairs, from 1562 to 1568—the period of young Paul's education.

Behaim's earliest reference to a literary purchase occurs in 1551. On September 15, at the cost of two florins, four pfundt, he acquired the Basle edition of Sebastian Münster's *Cosmographie*. For its binding he paid four pfundt, six shillings.<sup>50</sup> There is no further record of a purchase until December, 1554, when he spent two pfundt, three shillings, for three calendars, probably presented as holiday gifts.<sup>51</sup> In the spring of 1556 the account-book bears the following entry: "On the eighth of May I bought at the recent Frankfurt Lent Fair one book, the *Chronicle of Johann Sleidan*, recounting the entire history of the reign of the Emperor Charles, costing me one and a half florins."<sup>52</sup> Sleidan's history had appeared shortly before in Strassburg from the press of Wendel Rihel. Behaim's quest for historical literature continued during 1559, when he acquired for four pfundt, twenty-four shillings, a history of Venice written by a contemporary—either Paul Bembo or Donato Gianotti.<sup>53</sup> Earlier in the year the collection had been increased by "an old book bought at the Seumarkt, called the Golden Bull, containing various descriptions in print, at three pfundt, fifteen shillings."<sup>54</sup> This purchase was none other than a copy of

the famous charter granted by Charles IV, including other Reichstag decrees.

That little Paul might eventually match his wits with scholars and divines, his father placed him in 1562 in the school of St. Sebald. Here he no doubt followed the curriculum adopted in 1529, which prescribed the definitions of Donatus, the teachings of Cato, the discourses of Erasmus, and the plays of Plautus and Terence; in addition,

one day of the week is to be devoted to the fundamental precepts of religion, when the master is to instruct in the Ten Commandments, the Pater Noster, and a knowledge of the faith. From time to time certain psalms are to be taught, the groundwork of the Faith.<sup>55</sup>

The majority of the books bought for the Behaim children correspond largely to those suggested in the school curriculum.

In 1562 Behaim purchased for his daughter Sabina, at twenty-one shillings, a catechism composed by one of the prominent Lutheran theologians.<sup>56</sup> Two years later he presented his son with a schoolbag, which would hold his "Donatus," acquired during the previous January along with two catechisms at two pfundt, twelve shillings.<sup>57</sup> As the year passed, little Paul received a Latin grammar, priced at two pfundt, which was purchased by his father in the hope that his son "might learn," while his sister acquired an arithmetic costing but half that amount.<sup>58</sup> (Valentin Papst, of Leipzig, had issued in 1554 the *Grammatica Latina* of Joachim Camerarius, while Sabina's textbook was more than likely one of the many editions of the *Rechnung auf der Linien und Federn* of Adam Riese,

termination of the size of the library or the number of books bought can be made. He refers specifically, however, to thirty-seven titles.

<sup>50</sup> Kamann, *op. cit.*, p. 71.

<sup>51</sup> *Ibid.*, p. 76.

<sup>52</sup> *Ibid.*, p. 71.

<sup>53</sup> *Ibid.*, p. 103.

<sup>54</sup> *Ibid.*, p. 150.

<sup>55</sup> H. W. Heerwagen, *Zur Geschichte der nuremberger Gelehrtenschulen* (Nürnberg, 1860), p. 29.

<sup>56</sup> Kamann, *op. cit.*, p. 123. This may have been either Luther's catechism or that of the important Nuremberg divine, Andreas Osiander; possibly that of Urban Rhegius.

<sup>57</sup> *Ibid.*, p. 126.

<sup>58</sup> *Ibid.*

the most popular German Rechenmeister of the sixteenth century.) Since Paul was now a serious young pupil at the school of St. Sebald, the elder Behaim presented him at Christmas, 1564, with books costing five and a half pfundt.<sup>59</sup> To equip the boy with "a knowledge of the faith," Behaim gave him the following Christmas a copy of selections from the Gospels—probably Johann Bugenhagen's *Historia . . . Iesu Christi*.<sup>60</sup> This gift was followed by the purchase of several arithmetics, including what was apparently a parchment to be used by Paul for his problems in computation, totaling seven pfundt, twenty-one shillings.<sup>61</sup> The school year of 1567 called for five new books: another copy of Bugenhagen's selections from the Gospels, a Greek grammar—probably that of Joachim Camerarius—and three psalters.<sup>62</sup> Bugenhagen's edition of the Psalms had been issued in 1563 and enjoyed much popularity.

After the death of the elder Behaim in 1568 and Paul's departure for Leipzig in 1572, the books purchased by the widow, Magdalena (who continued the household-book until 1576), were intended for the younger son, Christopher. From 1572 to 1575 five are mentioned. These include a popular work, probably the *Maxims* of Plutarch, and another copy of the selections from the Gospels.<sup>63</sup> In November, 1572, Magdalena obtained for her young son copies of Luther's *Josus Syrach* and a Protestant catechism,

bound together and costing two pfundt, twelve shillings.<sup>64</sup> The last book purchased for Christopher, who later was to pursue a business career, was Simon Jacob's *Rechenbuch*, a commercial arithmetic following the general plan of Riese, printed at Frankfurt in 1565.<sup>65</sup>

While Behaim was busied with the purchase of books for his children he found works of interest to himself as well. Of the sixteen volumes acquired from 1562 to 1568, nine indicate his religious convictions; the others for the most part represent his historical preferences. Notable among the former are two works of biblical paraphrases. In 1563 he bought from the Nuremberg printer, Bernhardt Vischer, a bound copy of a "summary of the Old and New Testament," costing over six pfundt.<sup>66</sup> This, in all likelihood, was the *Biblische Figuren des Alten und Newen Testaments*, with two hundred woodcuts of Virgil Solis, issued by Sigmund Feyerabend at Frankfurt in 1562. Vischer was a frequent visitor to the Frankfurt fairs. There in 1565 he bought from Feyerabend five copies of this work at one florin for the lot.<sup>67</sup> If he bought the books for the same price in 1563, when Behaim paid him two florins for a single copy, his profit must have been exceptionally high. The household-book mentions in 1566 the acquisition of an old parchment volume "with pictures and written in verse," rebound in red leather and costing five pfundt.<sup>68</sup> This work may very well have been the *Neuwe biblische*

<sup>59</sup> *Ibid.*

<sup>60</sup> *Ibid.*, p. 127.

<sup>61</sup> "Adi 21 [December, 1566] zalt für rechenpücher und anders ein eselhaut 7 lbs. 21 ss" (*ibid.*, p. 128). On November 22, 1571, Behaim writes "zalt ich dem Paulus für ein eselhat [sic] zum rechen 1 lb. 12 ss." Apparently the ass-hides were intended as tablets for the solution of arithmetical problems.

<sup>62</sup> *Ibid.*, pp. 128-29.

<sup>63</sup> *Ibid.*, p. 135.

<sup>64</sup> *Ibid.*

<sup>65</sup> *Ibid.*, p. 137.

<sup>66</sup> *Ibid.*, p. 152.

<sup>67</sup> Heinrich Pallmann, "Ein Messregister Sigmund Feyerabends aus dem Jahre 1565," in *Archiv für Geschichte des deutschen Buchhandels* (Leipzig, 1884), IX, 14.

<sup>68</sup> Kamann, *op. cit.*, p. 154.

*Figuren des Allen und Neuen Testaments* containing the German and Latin verses of Johann Bocksberg and the one hundred and thirty admirable woodcuts of Jost Amman, printed also by Feyera-bend in 1564.

Foremost in Behaim's collection of evangelical literature were three of Luther's works—his translations of the New Testament and the Pentateuch, and his *Table Talk*, compiled by Johann Aurifaber. Vischer had sold Behaim the New Testament, bound in red leather and impressed with gold, for more than three florins.<sup>69</sup> The Reformer's translation of the Pentateuch, also bound in red leather, with green silk ties, was more expensive, costing seven pfundt.<sup>70</sup> The first edition of the *Table Talk* had been dispatched to the patrician as a gift from the editor, a former intimate of the Luther household; an entry of September 5, 1566, states: "Master Johann Aurifaber of Eisleben has so honored me by sending Doctor Martin Luther's Tischreden, a thick printed volume. For the binding of the same I paid four pfundt, twenty-four shillings."<sup>71</sup> At an earlier date (1557) Behaim had acquired two works by "Johann Prontzi" (apparently the Suabian reformer, Johann Brenz the Elder): a "catechism" and a "Passion."<sup>72</sup> In June, 1563, Behaim purchased from Vischer a bound copy of the *Postilla* of

the Protestant pedagogue, Johann Spangenberg, for which he paid over three florins. During Vischer's Frankfurt visit two years later he bought five copies of the same work for four florins; on the basis of a similar price in 1563 he must have reaped a satisfactory profit.<sup>73</sup> Shortly prior to his death Behaim acquired a life of Christ, selling at six pfundt.<sup>74</sup>

On March 10, 1564, Behaim recorded that he had paid more than twelve pfundt for "a large new herbal written by the imperial physician at Prague," which had been dispatched to him from that city.<sup>75</sup> The *Commentaries upon the Six Books of Dioscorides* by Petrus Andreas Matthiolus, court physician to Emperor Maximilian II, was a splendid folio volume with eight hundred and one woodcuts of animals, plants, and herbs. Behaim's copy may have been one of the Latin editions or the Czechish version printed at Prague in 1562.

The six volumes of history assembled in the yellow study ranged from works of contemporary annalists to the chronicles of Livy and Josephus, purchased at the Frankfurt spring fair at one thaler each, plus an additional thaler for two white leather bindings.<sup>76</sup> In 1565 Behaim, the commissioner of defense, had acquired a copy of *Von kayserlichen Kriegsrechten* by the military expert and tactician, Leonhard Fronsperger, while his interest in imperial developments had led him to order through his Frankfurt agent, Christoph Schmidhamer, at the 1566 autumn fair, the *Reichtagsordnungen*, costing two and a half florins, bound.<sup>77</sup> Two other

<sup>69</sup> *Ibid.*, p. 152.

<sup>70</sup> *Ibid.*

<sup>71</sup> *Ibid.*, p. 154.

<sup>72</sup> *Ibid.*, p. 80. Acknowledgment is here made to Dr. Pierce Butler, who suggested that "Prontzi" might be identified as Brenz, whose works include *Catechismus Deutsch . . . für die Jugendt zu schwabischen Hall* (Nürnberg: Newber, 1550) and *Passio domini nostri Jesu Christi . . . tribus homiliis exposita* (Frankfurt: Brubach, 1564). If so, the edition of the latter work purchased by Behaim must have been an earlier one, which has not been identified (see Julius Hartmann, *Johannes Brenz* [Elberfeld, 1862], p. 201).

<sup>73</sup> Kamann, *op. cit.*, p. 152; Pallmann, *op. cit.*, p. 14.

<sup>74</sup> Kamann, *op. cit.*, p. 116.

<sup>75</sup> *Ibid.*, p. 153.

<sup>76</sup> *Ibid.*, p. 155.

<sup>77</sup> *Ibid.*, pp. 153, 154.

acquisitions of historical content treated of the Turks and Muscovites, costing together five pfundt, eighteen shillings.<sup>78</sup> The former may be identified with the *History of Prince Scanderberg* mentioned in the Feyerabend inventory of 1568;<sup>79</sup> the latter was in all probability the *Travels* of Count Sigismund Herberstein, the Austrian nobleman and diplomat.

#### IV

When Behaim died in 1568, almost eighty years had passed since Pirkheimer had haunted the bookstalls of Pavia. The three collections assembled during this period suggest certain comparisons and contrasts. In size and scope the libraries of Tucher and Behaim are hardly to be compared with that of Pirkheimer, whose discrimination and fervor mark him as one of the great book-collectors of all time. His methods of obtaining books have a definite note of modernity. His desiderata were submitted along with his prices; and, as an ardent bookman, he was willing to raise his limits if the item was procurable. His sound knowledge of the condition of a volume, whether complete or defective, reveals the careful student. His extreme delight in books was not altogether shared by Tucher and Behaim. The library of the former is distinctive only for its artistic qualities; that of the latter represents the collection of an average intelligent man of affairs. The importance of the Tucher and Behaim collections lies in the unwitting contributions of their owners to the knowledge of sixteenth-century bookcraft; in their efforts to balance their budgets they shed new light upon book values and upon the collaboration of the artistic and literary worlds.

From a scrutiny of the household-

<sup>78</sup> *Ibid.*, p. 154.

<sup>79</sup> Pallmann, *op. cit.*, p. 137.

books some insight is afforded into the purchase value of money and the relationship between the cost of books and that of daily essentials. Tucher paid over three florins for a pound of saffron<sup>80</sup> and not quite three pfundt for a prayer-book. Five herring, purchased at three pfundt,<sup>81</sup> cost Behaim more than little Paul's Latin grammar at a fraction over two. Behaim bought two partridges at over four pfundt;<sup>82</sup> the catechism and copy of *Josus Syrach* purchased by his wife amounted to a little more than half this amount. Generally, books were less expensive than the necessities of the patrician's daily life—his beer, his poultry, his spices. Only in exceptional cases, when a book becomes a work of art, as Tucher's completed *Hortulus*, illuminated by Springinklee and bound by Lindennast, can it bear any comparison in price with a handsome silver beaker or a graceful girdle of gold.<sup>83</sup>

The average rise of book prices from 1511 to 1575 was not considerable. There was little variance in the cost of religious literature. In 1518 a prayer-book brought three pfundt; a copy of *Selections from the Gospels* sold during the sixties for around two. Textbooks show little increase. A "Donatus" cost Tucher not quite one pfundt. Behaim purchased the same text and two catechisms, as well, in 1564 for two and a half pfundt. More expensive is the Greek grammar of 1567 (four pfundt, twenty-four shillings). This higher price may be partially explained by the additional expense of Greek type and the comparatively lim-

<sup>80</sup> Loose, *op. cit.*, p. 37.

<sup>81</sup> Kamann, *op. cit.*, p. 89.

<sup>82</sup> *Ibid.*, p. 66.

<sup>83</sup> The completed *Hortulus* amounted to fourteen and one-half florins. Tucher paid for a gilt beaker surmounted with the Tucher and Stromer crests twenty-eight florins (Loose, *op. cit.*, p. 56).

ited edition. On the average, historical literature cost more than religious works and textbooks: Behaim usually paid from four to five pfundt an item. The most expensive single volume, exclusive of decoration and binding, is the *Herbal* of Matthiolus at twelve pfundt. This was a large folio volume of twelve hundred and twenty-eight pages with eight hundred and one woodcuts, serving not only as a botanical compendium but as a household pharmacopoeia. Behaim's entries throw some light on wholesale prices. Vischer's profit was considerable, and he appears to have hearkened little to the medieval concept of the just price.

Binding costs averaged from three to five pfundt a volume, with a slight tendency to rise between 1551 and 1575. The cost of illumination was exceptionally high during the first quarter of the century, but it is to be remembered that Springinkle and Glockendon were recognized artists. Such work still proved expensive during the later period, since Glaser, a second-rate artist, demanded in

1559 four florins for the illumination of the armorial of the Behaim family.<sup>84</sup> Not infrequently the purchase price of a book was a minor item in its ultimate cost. In 1518 Tucher purchased from Koberger a prayer-book for not quite three pfundt. His subsequent expenses, including the illumination, the binding, and additional decoration, amounted to twenty-six pfundt.

The library of Pirkheimer reveals the education and knowledge of its owner. The care lavished by Tucher upon the enhancement of his books indicates his aesthetic interests. From the midst of his civic duties Behaim emerges as a man of some literary discrimination but pre-eminently a fond father, busied with the purchase of books for his little Paul. Although the libraries of Tucher and Behaim hardly bear comparison with that of the savant Pirkheimer, all three reveal the collecting aspirations of the Nuremberg patrician.

<sup>84</sup> Kamann, *op. cit.*, p. 103.

## A TECHNIQUE FOR EVALUATING THE COLLEGE LIBRARY BOOK COLLECTION

LEWIS STIEG

THAT the college librarian is concerned about the quality of the book collection under his supervision may, as a rule, be taken for granted. This concern is generally translated into action by the adoption and application of a more or less carefully planned policy of book selection. The objective evaluation of the book collection and of the methods by which new titles are added is, however, far too infrequent. Any evaluation is usually entirely subjective in nature and is based upon the opinions of librarians, faculty members, and, all too rarely, of students. A more satisfactory technique for appraising book collections is essential if the library is to make the best possible use of the funds available for the purchase of new titles.

A library is ordinarily described by the adjective "adequate" or its opposite, with a qualifying adverb to denote degree. "Completely adequate" connotes a sufficient number of books suitable in content, form, and style to meet the demands imposed upon the library by the educational program of the college. Figures which indicate the size of a library or the number of annual accessions are limited in usefulness unless they are supplemented by data which describe the quality of the books enumerated.

An attempt to secure data for an objective approach to this problem ordinarily consists of checking the collection against standardized lists. There have been many of these lists during the last ten or fifteen years, but for the college

librarian the most important are C. B. Shaw's *List of Books for College Libraries*,<sup>1</sup> published in 1931, and its companion volume, *A List of Books for College Libraries, 1931-38*.<sup>2</sup> These Shaw lists have fulfilled two functions: (1) to measure the quality of book collections and (2) to serve as buying lists and guides in selection. Obviously any library that has used them for the second of these cannot also use them for the first. Much has been written about the Shaw list of 1931 and its validity as a measure of book collections. Probably the most complete and thorough treatment is by W. M. Randall in *The College Library*.<sup>3</sup> For the college librarian check lists of this kind have one great disadvantage: they are compiled on the assumption that the book needs of all colleges are the same or nearly the same.

To provide a measure for evaluating the book collection that will take into account the varying needs of college libraries as determined by their individual objectives, Waples has suggested surveys "to furnish a continuing description of borrowings from different parts of the collection by students and instructors of each department, as well as by students of each class and sex."<sup>4</sup> Techniques for

<sup>1</sup> Chicago: American Library Association, 1931.

<sup>2</sup> Chicago: American Library Association, 1940.

<sup>3</sup> (Chicago: American Library Association and University of Chicago Press, 1932), pp. 85-102.

<sup>4</sup> Douglas Waples et al., *The Library* ("The Evaluation of Higher Institutions," No. 4 [Chicago: University of Chicago Press, 1936]), p. 24.

conducting such surveys have been devised, and the results of some studies have been published. One aspect of the "description of borrowings" seems, however, to have been completely neglected. The suggestion has been made that significant deductions about the book collection can be drawn from the following information about borrowings: (1) the relative frequency of circulation of titles in the book collection and (2) the proportion of the total collection used by students and faculty. A search through the indexes to library literature for studies on this subject yields barren results in spite of the fact that their value has been emphasized in two publications of great importance to the college librarian—H. M. Wriston's *The Nature of a Liberal College*<sup>5</sup> and *Principles of College Library Administration* by W. M. Randall and F. L. D. Goodrich.<sup>6</sup>

This study has two primary aims. The first is to develop a technique for assembling data on the two subjects noted above. The second is to indicate the type of deductions which can be made from those data and to evaluate them in terms of their usefulness to the college librarian. Because only one library—that of Hamilton College—was investigated, no norms or standards for comparison of one college with another could be established.

The basic record necessary for assembling the data is a master-list of all titles withdrawn from the library. Obviously any discussion of the quality of a book collection must be concerned with titles rather than volumes. The borrowers' records proved to be the most satisfactory source for this list, which was compiled on cards. Because the borrowers' records

at Hamilton College Library begin in September, 1938, the record was compiled for three academic years. The degree of consistency from year to year serves as a check for any unusual circumstances which might affect the data.

The number of borrowings during each year was recorded for every title, but renewals were disregarded. If a book was borrowed by the same person more than once a year, all borrowings after the first were considered delayed renewals and were not counted. Different editions of the same title were considered different titles. Students frequently withdrew at one time several editions of a book, especially in literature. If a student leaves the library with five editions of *Hamlet*, his purpose is obviously not to secure a text of the play, but to consult the editorial material that is available. Two important parts of the book collection—periodicals and reserved books—were not included, because the regulations which control their circulation are very different from those governing the use of the general collection, and no practical method was found to compensate for this variation.

To secure as many useful facts as possible from the data, they were arranged in several different ways. Since each title had been recorded on a separate card, arrangement and rearrangement were comparatively simple. The tabulations which provided the most satisfactory evidence for useful deductions are illustrated in the tables which follow. In every case where frequency of circulation was a factor, the range for number of borrowings was set at one to five or more. This upper limit was chosen because only an insignificant number of titles were withdrawn more than five times in any one academic year.

The usefulness of any research tech-

<sup>5</sup> (Appleton, Wis.: Lawrence College Press, 1937), pp. 67-68.

<sup>6</sup> (2d ed.; Chicago: American Library Association and University of Chicago Press, 1941), p. 233.

nique depends to a great extent upon its simplicity and practicality. The procedure described in the preceding paragraphs was possible at Hamilton College because of the small number of students and faculty members. The enrolment is limited and during the three years of this study averaged 443 students per year. In a larger institution a study of this kind would be feasible only if reliable samples could be obtained.

The methodology of this study is based upon several assumptions which limit to some extent the validity of any conclusions. Most of these assumptions are derived from two concepts: (1) The adequacy of the book collection determines the use which students and faculty members make of the library; (2) a representative picture of the use of the library can be obtained from an investigation of the books withdrawn for home use.

Without the right kind of books and enough of them, a college library will be but little used. There are, however, many other factors which determine the character and extent of that use. Randall and Goodrich have given a clear and complete account of those factors and their interdependence.<sup>7</sup> How, then, is it possible to restrict the conclusions in this study to adequacy of the book collection? An attempt has been made to emphasize in the selection of the data those aspects of library use most affected by adequacy of the book collection. Nevertheless, the influence of the other variables, chiefly teaching methods of the faculty and efficiency of library administration, cannot be completely eliminated. If the results are favorable, both faculty and library staff must be doing a satisfactory job. If the results show that something is wrong, an immediate investigation is in order to determine to what

extent the data have been affected by an indifferent faculty or an inadequate library staff.

The difficulties involved in attempting to secure a complete picture of library use from records of books borrowed for home use have been discussed many times. One of the best summaries is that of Waples,<sup>8</sup> and most of his comments apply to this study. However, further clarification is probably necessary to justify the omission of data on the use of periodicals and reserved books. In a study involving many college libraries, Waples found that there is a correlation between a good book collection and a good collection of periodicals.<sup>9</sup> To the extent that his method was reliable, we can therefore conclude that, as a rule, a good book collection means also a good periodical collection. The problem of whether or not reserved books should be included in any study of the adequacy of the book collection can be simplified by reference to the commonly accepted functions of the college library. Reserved books ordinarily constitute a separate collection that is used under special conditions. For the student with a specific assignment, the reserved book is little more than an additional textbook.

At Hamilton College approximately three-fourths of the titles withdrawn by students and faculty for home use circulate only once during the academic year. Table 1, which gives the exact figures, should be read as follows: During the academic year 1938-39, 74.26 per cent of the titles withdrawn for home use circulated once, 15.50 per cent circulated twice, etc.

The data in Table 1 were assembled in an attempt to secure information on the relationship in the library between supply and demand. In library service, as in

<sup>7</sup> *Op. cit.*, pp. 75-77.

<sup>8</sup> *Op. cit.*, pp. 41-48.

<sup>9</sup> *Ibid.*, p. 18.

economics, this relationship has many ramifications. The figures in Table 1 have a bearing on only one aspect of a complicated problem—the nature of the supply that is available and is used. For other aspects, other avenues of approach must be explored. For example, the statistics of the reference department at Hamilton give a clue to the relative frequency of complete failure on the part of the library to supply any suitable material. No satisfactory information was

TABLE 1  
FREQUENCY OF CIRCULATION

FREQUENCY	PERCENTAGE OF ALL TITLES FOR ACADEMIC YEAR		
	1938-39	1939-40	1940-41
1.....	74.26	77.52	78.29
2.....	15.50	14.07	14.11
3.....	5.23	4.55	4.47
4.....	2.39	2.05	1.46
5 or more..	2.62	1.81	1.67
Total..	100.00	100.00	100.00

available for only some 3 per cent of the questions that came to the reference department during 1939-40 and 1940-41.

In interpreting Table 1 two conclusions seem to be justified. The first of these is that many different titles are used by students and faculty. Unless a very few students and faculty members are responsible for most of the circulation, only those students who borrow few titles duplicate to any great extent the withdrawals of other students when 75 per cent of the titles circulate only once during the academic year. At Hamilton there is evidence that approximately one-half of the Sophomores, two-thirds of the Juniors, and three-fourths of the Seniors make reasonably extensive use of the li-

brary.<sup>10</sup> A variety of titles is therefore used, at least by many upperclassmen, for the same ultimate objective—a general education. If the "educated man should be free, not merely of his own time and clime, but of all times and cultures so far as he can master the information necessary to understand them,"<sup>11</sup> he must learn to find and use the sources of information. The fact that these sources are scattered through a widely diversified and extensive body of printed material is the only justification for the immense sums that have been spent on college libraries. If students are using a multiplicity of sources, some measure of success has been achieved by the library and the faculty in one of the commonly accepted aims of liberal education. How well they select and use those sources is, of course, a matter of primary importance on which the figures in Table 1 throw no light. This problem, however, is more properly a part of the evaluation of the teaching process.

The second conclusion from the evidence in Table 1 is that in relatively few cases is the supply of useful books so limited that many similar requests can be met only by the frequent circulation of a few titles. When the demand exceeds the supply, most college libraries resort to the use of reserved shelves. From an educational point of view this solution is not very satisfactory. At Hamilton the reserved collection is a small part of the library service. Of the colleges which reported their gross circulation figures to

<sup>10</sup> Lewis Stieg, "Circulation Records and the Study of College-Library Use," *Library Quarterly*, XII (1942), 105.

<sup>11</sup> Howard Mumford Jones, "The Relation of the Humanities to General Education," in *General Education: Its Nature, Scope and Essential Elements*, ed. William S. Gray ("Proceedings of the Institute for Administrative Officers of Higher Institutions," VI [Chicago: University of Chicago Press, 1934]), p. 49.

the American Library Association in 1939-40, the figures of thirty-six are more or less comparable.<sup>12</sup> At one extreme we find a circulation of one volume from the general collection for every fourteen from the reserved shelves; at the opposite end of the scale, one volume from the reserved shelves for every three from the general collection. Among these thirty-six colleges Hamilton ranks third from the bottom, with one reserved volume withdrawn for every two circulating from the general collection. The supply of useful material in the general collection was sufficient during the three years covered by this study so that only about 10 per cent of the titles withdrawn circulated three or more times during the academic year. Although we cannot ascertain the degree of satisfaction with which the books were consulted, it is probably safe to assume that they were reasonably useful or they would never have left the shelves.

Randall and Goodrich emphasize another important question in the problem of supply and demand in college library service:

If all the reading done from the college library is done in a comparatively small proportion of its books, something is wrong either with the character of the remainder of the collection or with the teaching methods of the college, which fail to bring about its use.<sup>13</sup>

In a college like Hamilton, where the ratio of books to students is better than 400 to 1, it is inevitable that only a small part of the library will be used during any one year. If, however, that part of the library which is used remains the same from year to year, we have the situation described by Randall and Goodrich. The figures in Table 2 indicate that

this is not the case at Hamilton, for during the three years of this study there was a steady, year-to-year demand for only a small proportion of all the titles circulated.

Table 2 should be read as follows: 24.39 per cent of the titles withdrawn during the period from 1938 to 1941 circulated only during the academic year 1938-39, 24.11 per cent circulated only during 1939-40, etc. Three years is, of course, too short a period of time to permit any broad generalizations, but one important implication is worth consider-

TABLE 2  
DUPLICATION OF CIRCULATION  
FROM YEAR TO YEAR

Year of Circulation	Percentage of Total Withdrawals	
	Sept., 1938—June, 1941	
1938-39 only.....	24.39	
1939-40 only.....	24.11	
1940-41 only.....	25.27	
1938-39 and 1939-40.....	7.00	
1938-39 and 1940-41.....	6.35	
1939-40 and 1940-41.....	7.10	
1938-39, 1939-40, and 1940-41...	5.78	
Total.....	100.00	

ation. Apparently the undergraduate student, no less than the graduate, can make satisfactory use—perhaps even requires the use—of many titles which will be withdrawn from the library infrequently. A reasonably good case can be made to justify the inclusion in the college library of a book that will be used only once.<sup>14</sup> Practical considerations, of course, sharply define the limits to which the college library can go in this direction. Nevertheless, mere frequency of use may very easily be overemphasized as a criterion in book selection.

<sup>12</sup> "Small College Library General and Salary Statistics," *A.L.A. Bulletin*, XXXV (1941), 109.

<sup>13</sup> *Op. cit.*, p. 233.

<sup>14</sup> Henry M. Wriston, "The Place of the Library in the Modern College," *Library Trends*, ed. Louis R. Wilson (Chicago: University of Chicago Press, 1937), p. 184.

The statement that no college library is adequate unless it is kept up to date is often accepted—no doubt with justification—as axiomatic. An unfailing supply of new books of an informational character is essential primarily for two reasons: (1) to insure the most accurate and the most recently discovered information on a subject and (2) to provide a contemporary interpretation of knowledge in

As mankind lengthens its record, perspectives steadily change. . . . While the best history is perdurable, there is a sense in which every generation needs to have history rewritten anew for it. . . . The history written in any age insensibly bodies forth the form and spirit of that age.<sup>15</sup>

The figures in Tables 3 and 4 supply evidence to support the contention that the undergraduate prefers those titles which are closest chronologically to his

TABLE 3  
RELATIVE FREQUENCY OF CIRCULATION OF TITLES CLASSIFIED BY IMPRINT DATE  
(Percentage of Total Circulation for Academic Year)

FREQUENCY OF CIRCULATION	ACADEMIC YEAR																	
	1938-39						1939-40						1940-41					
	1	2	3	4	5 or More	Total	1	2	3	4	5 or More	Total	1	2	3	4	5 or More	Total
1941							.15	.06	.03			.02		.27	.08	.06		
1940							.15	.06	.03			.02		.15	.55	.51	.20	.41
1939-39	20.83	6.23	2.78	1.05	2.07	23.86	6.16	2.47	1.31	1.28		24.50	5.00	1.00	.65	.65	.66	
1938-39	18.64	3.52	.90	.33	.21	17.98	3.22	.84	.30	.15		18.85	3.22	.90	.12	.24	.24	
1937-39	11.34	1.00	.61	.07	.07	11.75	1.60	.47	.20	.11		10.83	1.33	.38	.00	.00	.00	
1936-39	7.70	1.31	.47	.20	.11	8.49	1.08	.39	.11	.08		8.12	.69	.30	.13	.20	.20	
1935-39	5.76	.97	.15	.07	.02	5.34	.73	.15	.06	.09		4.32	.71	.17	.11	.05	.05	
1934-39	2.44	.27	.08	.04	.03	2.83	.27	.06	.02	.02		2.38	.39	.12	.06	.01	.01	
1933-39	1.76	.28	.05	.03	.02	1.45	.25	.03	.01			1.55	.21	.11	.01	.01	.01	
1932-39	.62	.07	.03	.03	.02	.74	.06	.01		.01		.78	.05	.01				
1931-39	.68	.09	.03			.83	.06	.01				.50	.08	.03				
1930-39	.27	.03				.43	.09	.01		.03		.35	.01					
1929-39	.27	.03				.43	.03			.01		.32	.04					
1928-39	.24	.01				.25						.35	.01	.05				
1927-39	.15	.01				.16	.02					.32	.03	.05	.01	.03		
1926-39	.10					.15	.03	.02				.17	.01	.01				
1925-39	.33	.01				.22	.03					.24	.03	.01				
1924-39	.00					.06						.10						
1923-39	.01																	
No date	2.94	.77	.13		.07	2.88	.20	.06	.03	.01		2.67	.27	.13	.10	.01	.01	
Total	74.26	15.50	5.23	2.30	2.62	100.00	77.52	14.07	4.55	2.05	1.81	100.00	78.20	13.77	4.73	1.50	1.71	100.00

any particular field. In the realm of creative writing new titles are necessary to provide an adequate collection of modern literature. Probably those titles which actually contain new contributions to knowledge represent a relatively small proportion of the acquisitions of any college library. More important and more numerous among the new accessions are those which attempt new interpretations of existing knowledge. What has been said of the necessity for re-writing history is also true in greater or lesser degree of most other subjects:

own generation. It is clear from Table 3 that the majority of the books which circulate more than once at Hamilton College have imprint dates after 1930. This table should be read as follows: The titles dated from 1930 to 1939 which circulated once during 1938-39 represent 20.83 per cent of the total circulation for that year; those dated from 1930 to 1939 which circulated twice comprise 6.23 per cent of the total circulation; etc. In other words, the books which are in greatest

<sup>15</sup> Allan Nevins, *The Gateway to History* (Boston: D. C. Heath & Co., 1938), p. 21.

demand are, as a general rule, recent books. This is to be expected for several reasons:

1. The most recently discovered facts and the most accurate information—more likely to be found in recent books—are generally more satisfactory for the student's needs.

2. The contemporary point of view is more comprehensible and has more meaning for students.

3. In relatively new fields of inquiry, particularly in the social sciences, new books are likely to be the only books available.

4. Recent books are better known because the effects of advertising are stronger.

In Table 4 full value has been given for more than one circulation of a title. Thus, of all titles withdrawn during 1938-39, 40.97 per cent had imprint dates between 1930 and 1939. From 80 to 85 per cent of the titles circulated by Hamilton College Library have imprint dates after 1900. An antiquated book collection would clearly be inadequate for Hamilton students.

Because some four-fifths of its circulation is of twentieth-century books, it does not follow that Hamilton College Library should discard all titles with an earlier imprint. The tendency to accept the fallacy that the latest is always the best is much too common with academicians as with the general public. Many eighteenth- and nineteenth-century monuments of scholarship are still to be superseded. Furthermore, from an educational point of view, books published before 1900 may be just as important on the occasions when they are needed as the more recent titles which circulate more frequently.

One of the most difficult administrative problems with which the college li-

brarian is confronted is that of the equitable and wise distribution of the book budget among the various departments of instruction. An important factor that should be considered in making allotments is the relative adequacy of the book collection in each subject. Table 5 is a tabulation of the results of an attempt to secure information of this kind.

TABLE 4  
PERCENTAGE OF TOTAL CIRCULATION BY  
IMPRINT DATE OF TITLES WITHDRAWN

Imprint Date	1938-39	1939-40	1940-41
1941.....			.45
1940.....		.26	4.64
1930-39.....	40.97	35.08	35.77
1920-29.....	21.31	22.40	22.20
1910-19.....	12.28	14.22	11.46
1900-09.....	9.01	10.15	9.51
1890-09.....	5.80	6.37	5.11
1880-89.....	2.47	3.20	2.74
1870-79.....	1.86	1.74	1.80
1860-69.....	.65	.82	.68
1850-59.....	.65	.90	.59
1840-49.....	.23	.56	.28
1830-39.....	.23	.50	.30
1820-29.....	.19	.25	.38
1810-19.....	.13	.18	.53
1800-09.....	.14	.20	.18
1700-99.....	.25	.25	.25
1600-99.....	.06	.06	.08
1500-99.....	.01	.00	.00
No date.....	3.67	2.77	3.05
Total.....	100.00	100.00	100.00

The percentages of titles which circulated from one to five or more times during the academic year were computed separately for each subject. The list of subjects is based upon the classification scheme of the library rather than upon a catalog of the departments of instruction. The college library must be prepared "to provide a comprehensive selection of authoritative books covering all fields of knowledge"<sup>16</sup> if liberal education is to be truly general education.

<sup>16</sup> Randall and Goodrich, *op. cit.*, p. 19.

The figures in Table 5 follow fairly closely the same general pattern, regardless of subject. The relationship between supply and demand seems, therefore, to be reasonably constant throughout the range of subjects listed. If one accepts

the social sciences, a field in which the demand for recent titles is especially heavy. The subject most consistently out of line, however, is American literature, the classification which includes the most popular current fiction in the li-

TABLE 5  
RELATIVE FREQUENCY OF CIRCULATION OF TITLES BY SUBJECT  
(Percentage of Circulation for Each Subject)

FREQUENCY OF CIRCULATION	ACADEMIC YEAR														
	1938-39					1939-40					1940-41				
	1	2	3	4	5 or More	1	2	3	4	5 or More	1	2	3	4	5 or More
General.....	75.93	16.67	3.70	1.85	1.85	84.00	6.00	4.00	6.00	.00	74.59	13.56	5.08	1.69	5.08
Philosophy.....	79.41	13.73	4.90	.98	.98	85.21	10.65	2.37	.59	1.18	86.85	8.77	1.75	1.75	.88
Religion.....	90.38	8.02	1.60	.00	.00	88.48	8.90	2.09	.53	.00	89.67	7.51	1.88	.00	.94
General social science.....	73.59	11.32	9.43	3.77	1.80	71.31	19.67	4.10	3.28	1.64	76.62	16.13	4.84	.80	1.61
Political science.....	78.32	13.93	3.72	2.17	1.86	83.46	10.43	3.82	1.02	1.27	78.87	14.01	5.16	1.47	.49
Economics.....	77.71	12.38	6.44	1.98	1.49	80.25	16.05	2.06	1.64	.00	84.01	13.70	1.37	.46	.46
Education.....	71.54	17.69	6.92	2.31	1.54	83.33	13.03	1.56	.52	1.56	74.90	17.76	5.02	1.16	1.16
Philology.....	82.54	14.29	2.38	.00	.79	79.41	15.69	3.92	.98	.00	85.00	10.00	4.00	1.00	.00
Science.....	88.92	7.48	2.22	.55	.83	78.80	15.18	3.62	1.20	1.20	86.24	11.11	1.93	.48	.24
Technology.....	78.16	10.08	5.04	3.36	3.36	88.16	9.20	1.32	.00	1.32	84.27	11.80	2.81	.56	.56
Art.....	73.02	17.21	4.65	3.26	1.86	80.22	10.43	4.40	2.75	2.20	82.90	14.42	1.79	.00	.89
Music.....	75.40	16.40	5.82	.70	1.59	82.67	11.38	3.47	2.48	.00	85.07	11.46	2.78	.69	.00
General literature.....	77.78	11.11	8.15	1.48	1.48	60.93	17.48	6.99	4.20	1.40	76.92	15.38	2.80	2.80	1.92
American literature.....	53.73	22.76	0.23	5.18	9.10	58.24	20.15	10.00	4.71	6.90	60.40	21.27	8.98	3.87	5.39
English literature.....	73.66	16.08	5.28	2.71	2.27	72.51	16.64	6.07	2.52	2.26	73.79	15.44	7.31	1.86	1.60
German literature.....	64.94	21.18	5.90	4.51	3.47	77.92	14.52	4.07	2.33	1.16	73.21	14.36	4.31	6.22	1.90
Romance literature.....	76.39	15.45	4.66	2.19	1.31	78.78	15.28	3.42	1.98	.54	81.34	14.16	2.02	.67	1.81
Classical literature.....	82.49	14.82	2.02	.67	.00	83.88	13.82	1.38	.46	.46	83.80	11.91	3.81	.48	.00
Other literature.....	74.36	20.51	5.13	.00	.00	72.92	20.83	2.08	.00	4.17	83.87	12.90	.00	.00	3.23
History (general, European, etc.).....	79.24	12.08	3.77	2.08	2.83	84.02	11.52	1.98	1.24	1.24	83.57	10.74	4.60	.96	.13
American history.....	84.90	10.85	1.89	.94	1.42	81.32	9.34	5.88	1.04	2.42	78.88	13.86	3.63	.99	2.64
Mean.....	76.78	14.48	4.90	1.94	1.90	79.28	13.63	3.74	1.88	1.47	80.23	13.35	3.62	1.33	1.47
Standard deviation.....	7.64	4.00	2.23	1.43	1.86	6.89	3.96	2.07	1.57	1.21	6.40	3.00	2.04	1.43	1.50

the premises upon which this study is based, the following conclusion is justified: The adequacy of the book collection to meet the needs of students and faculty is comparatively uniform in the more important fields of knowledge.

Among all the percentages in Table 5 there are only a few cases of a significant difference from the mean. A few occur in

library. Current fiction constitutes the major portion of most students' recreational reading. Perhaps Hamilton College Library is failing to supply a sufficient variety of this type of material, but it is more likely that a few best sellers account for the titles with a high frequency of circulation. The question, then, is whether or not these should be dupli-

cated to meet the demand. Hamilton College Library, like most other college libraries, has answered the question in the negative. A student can wait his turn for a popular novel without serious consequences. Other needs of the library are in comparison much more urgent.

A separate study was made of the circulation of those titles included in Shaw's *List of Books for College Libraries* and its supplement. This was done in the hope of securing additional information about the list, especially in connection with its use as a tool for evaluating book collections.

Hamilton College Library's holdings from the two lists are comparatively high: 8,276 titles (58.32 per cent) from the original list, and 1,570 (42.32 per cent) from the supplement. During the three years of this study the average circulation per year was 1,024 different titles from the original list and 392 from the supplement. These figures represent only 12.37 and 24.97 per cent, respectively, of Hamilton's holdings from the two lists. It is possible, however, that the library's holdings from the Shaw list were in such demand that most of them had been transferred to the reserved shelves. A count revealed that the average number of titles reserved per year was 518 from the original list and 135 from the supplement. An additional 6.26 and 8.60 per cent of Hamilton's holdings from the two lists were therefore used in this way.

Table 6 should be read: Of the titles from the Shaw list which circulated during 1938-39, 75.64 per cent were withdrawn only once during the academic year, 16.06 per cent were withdrawn twice, etc. The figures in Table 6 are very similar to the corresponding figures in Table 1, which gives the same infor-

mation for the titles circulated from the collection as a whole.

The pattern is quite different in Table 7, which should be read: Of the titles from the supplement to the Shaw list which circulated during 1938-39, 62.48 per cent were withdrawn once, 18.27 per cent were withdrawn twice, etc. A greater proportion of these titles circulated more than once. It is interesting to note, however, that the percentage of

TABLE 6  
FREQUENCY OF CIRCULATION—  
SHAW LIST TITLES

FREQUENCY	1938-39	1939-40	1940-41
	Per Cent	Per Cent	Per Cent
1.....	75.64	74.91	77.53
2.....	16.06	16.16	14.23
3.....	4.36	5.73	4.68
4.....	2.34	1.60	1.69
5 or more..	1.60	1.60	1.87
Total..	100.00	100.00	100.00

titles circulating once increases steadily during the three-year period, with a compensating decrease in the number circulating more than once. In 1940-41 the figures resemble those of Tables 1 and 6.

We have, then, three facts with important implications for a library like that of Hamilton College: (1) Only a small proportion of Hamilton's holdings from the list and its supplement circulate during any one academic year. (2) The relative frequency of circulation of the titles from the original list is almost the same as for titles from the general collection as a whole. (3) The relative frequency of circulation of titles from the supplement is different, with a greater proportion of books circulating more than once during the year.

Apparently, for Hamilton students and faculty, the library's holdings from the Shaw list do not constitute a group of books outstanding for their usefulness. In a library as large as Hamilton College Library—about 190,000 volumes at the time of this study—the chances are that other titles will be available which are just as useful as those included in the Shaw list. Consequently, there is no specially heavy demand for the latter.

TABLE 7  
FREQUENCY OF CIRCULATION—SHAW LIST  
SUPPLEMENT TITLES

FREQUENCY	1938-39	1939-40	1940-41
	Per Cent	Per Cent	Per Cent
1.....	62.48	68.64	73.18
2.....	18.27	19.70	17.97
3.....	7.65	6.17	5.21
4.....	4.60	2.57	2.86
5 or more..	6.91	2.83	.78
Total..	100.00	100.00	100.00

The situation is somewhat different for the supplement. The library's holdings from the supplement are more likely to be among the books used frequently. It is doubtful, however, that this greater usefulness is a reflection of anything more than their recency of publication. The supplement includes only books published during the years from 1931 to 1938, and more than half the titles have imprint dates from 1935 to 1938.<sup>17</sup> The point has already been made that the most recent books are more likely to be among those frequently withdrawn by students and faculty. It should be noted in this connection that the proportion of titles from the supplement circulating

more than once is highest for the academic year 1938-39 and lowest for 1940-41. During 1938-39 Hamilton's holdings from the supplement were some of the newest books in the library; by 1940-41 this was no longer true.

The value of the Shaw list and its supplement for the purpose of locating the useful books in Hamilton College Library is relatively slight. Any measure of the adequacy of the collection based upon a checking of lists of this sort cannot be very accurate if the concept of adequacy involves usefulness of the books. This fact does not, of course, prevent the intelligent application of the results of such checking to other ends. Randall came to much the same conclusion from evidence of a different kind: "The usefulness of the list as a check on the content of the libraries decreases rapidly as the size of the library collection increases."<sup>18</sup>

#### SUMMARY

A routine but important part of administrative procedure is regular checking to test the efficiency of the organization administered. The college librarian ordinarily depends upon a standardized list of selected titles like the Shaw list when he is called upon to evaluate the book collection. The Shaw list, however, has many limitations and, as the evidence in this study shows, it is especially unreliable for measuring the book collection in the larger college library.

The technique described in this study for evaluating the college library book collection is based upon the use made of it. Two of the more important assumptions involved are: (1) The adequacy of the book collection is directly related to its use by students and faculty. (2) The

<sup>17</sup> Charles F. Gosnell, "Books for College Libraries," *Library Journal*, LXV (1940), 531.

<sup>18</sup> *Op. cit.*, p. 96.

circulation records of books withdrawn for home use give a reasonably representative picture of the use made of the library. A major advantage of this method is that the data are not affected by legitimate peculiarities in the book collection caused by corresponding peculiarities in the objectives of the college which it serves. Its greatest disadvantage is also a disadvantage when standardized lists are used for the same purpose—a considerable amount of work is necessary to collect the data.

A study of the book collection of Hamilton College Library reveals facts whose usefulness more than justifies the time and energy that were spent in collecting the data. All these facts are especially valuable in connection with the budget, certainly one of the most important of the administrator's problems.

1. About three-fourths of the titles withdrawn by students and faculty circulate only once during the academic year. Approximately 10 per cent are withdrawn three or more times. It seems fairly certain, therefore, that a reasonably adequate collection of useful books is available.

2. During the three years of this study there was a steady year-to-year demand for only a small proportion of all the titles withdrawn. Students are not depending upon a comparatively small part of the collection for useful books.

3. By far the greater number of titles which circulate more than once are recent books. Four-fifths of all the circulation is of titles with imprint dates later than 1900. An unfailing supply of new titles is necessary for the educational program of Hamilton College.

4. The relationship between supply and demand is fairly constant throughout the range of the more important subject fields covered by the library. In no one subject is there an exceptionally large proportion of titles used many times.

5. Only a small proportion of Hamilton's holdings from the Shaw list and its supplement circulate during any one academic year. The titles from the original list are used with about the same relative degrees of frequency as the titles that are withdrawn from the collection as a whole. A larger proportion of the titles from the supplement circulate more than once, but this is probably because they are all recent books. The Shaw list, therefore, is not a reliable tool for locating the useful books in Hamilton College Library.

The technique described in this study has been applied to only one college library, so that norms and standards cannot be established. Although comparisons of one college with another would probably be useful and interesting, a major objective in working out this technique was to eliminate the necessity for them.

## BOOKS SCHOOLBOYS BUY

HAROLD D. PETERSON

THERE are many braver than the angels who will tell you glibly which books boys should read and buy. Any publisher can tell you what he wishes boys would buy. Many librarians can tell you the books boys read or at least take from the library. This writer hopes to make some useful observations about actual sales in a bookshop whose customers are almost entirely preparatory-school students.

While we are concerned primarily with the book sales, it might be well to describe the shop briefly. Since the school this "store" serves is located in a small town without book service, a bookshop operated by students for faculty and students is one of the extra-curricular activities. It is a retail bookstore in almost every sense of the word except that it does not maintain a large stock. Neither does it supply textbooks, since these are handled by the school "Exchange"—a branch of the business office. Thus the shop deals primarily in voluntary reading.

The operators are three sixth-form (Senior) boys who have been selected by the retiring managers from among those who have served a year or so as "heelers," or voluntary workers. Any profit from the shop is theirs; any loss must be made up by them. There is, of course, a faculty adviser, who does little more than to act as a reservoir of experience, to O.K. outgoing orders, and to add his signature to the treasurer's on checks. He is not a censor, since the shop is permitted to sell anything within reason.

The writer cannot recall that any book ever has been deleted from an order, although it might be that occasionally some book has not been ordered for fear it would not get by. There is some provision for a small stock of standard works in the shop, but for the most part books are not ordered until they have been sold—a fact that should be kept in mind while reading this article.

The above is an incomplete description of the Hill School Bookshop, but its full story has been told elsewhere<sup>1</sup> and is beyond the scope of this study, which is concerned only with book purchases of boys.

The customers of the store are members of one of the better-known boarding schools, located in Pennsylvania, whose 425 students represent almost forty different states and a few foreign countries. They are adolescents, most of them between the ages of fourteen and eighteen. They come largely, but not entirely, from comparatively wealthy families; their interests are typical of those of the average American boy.

This analysis is based upon a study of the invoices of the shop for a year. These also contained a memorandum of the purchaser, so it has been possible to separate the purchases of faculty and students, as well as to interpret some of the sales in the light of the writer's knowledge of the boys concerned, most of whom he knew personally. The writer

<sup>1</sup> Paul G. Chancellor, "A New Bookshop Frontier," *Publishers' Weekly*, CXXXII (December 18, 1937), 2274-77.

hopes to give some observations of why boys do or do not buy books, as well as to present data from which the reader may reach his own conclusions.

#### MOTIVES FOR BUYING BOOKS

No one short of a psychologist would pretend to know why schoolboys do most of the things they do, be it to have strange haircuts or to nickname masters; but there are certain motivations for much of their book-buying. Some buy the latest books because they want recent titles immediately and prefer new copies to read; but, by and large, most boys buy books that they will be able to use repeatedly.

Probably a boy will most readily part with his money for a book connected with the interest or hobby of the moment, be it a handicraft, study, or sport. Such books are selected for immediate reading and use. Related to these are books selected for later use, especially where a vacation is being planned that will bring new countries or new activities.

Many books are acquired with a conscious desire to improve the buyer's stance, knowledge, dancing, or something equally important to boys. This may call for books on jujitsu or super-sonics. A comparative grammar was imported from Italy for one brilliant student after he had mastered the Hindustani grammar, ordered from India by way of London. In some of these "improvement" cases books may have been suggested by masters or coaches. In this group also will be found titles that must be classed as vocational guidance, but in the broader sense—that is, a boy interested in studying law is more attracted to books about politics and to biographies of lawyers than to vocational handbooks.

The embryonic businessman will buy *So You're Going To Sell*.

This self-improvement urge also leads boys to buy books for collateral reading in connection with class subjects—classical dictionaries, for example, or anthologies and collections of plays. Closely related to these are books for a working library, ranging from foreign-language dictionaries and handbooks of grammar to *How To Make Good Grades*.

The common desire for a personal library is a factor that is present in most sales involving boys. In a great many cases it is suppressed, as will be mentioned later in connection with hindrances to buying; in other cases it can be stimulated by suggesting some unifying subject for a library. Collector's items are generally too expensive, but they are bought in a modest way when possible. I can recall one boy—his father was an automobile manufacturer—who kept all old books about cars that came his way; another was interested in anything in print about the first World War. There are few boys who do not enjoy owning books, if only for the sake of displaying them.

Gift-buying is apt to be a problem for the boy when he is not at home to consult with mother. Books as gifts solve this lad's difficulty, since he feels that he is selecting something he knows to be worth while and acceptable.

To conclude this list of reasons for buying, local advertising and exhibits might be mentioned. The bookshop has little opportunity for show-window displays, but the few they do prepare bring customers. Advertising in the school paper and magazines ordinarily would not pay, but the small shop can cash in on the publisher's promotion and on the

book reviews, both of which do sell books to the boys.

#### FACTORS INFLUENCING CHOICE OF BOOKS

When a boy asks for a specific title, he has learned of this book in one of several ways. Surprisingly enough, these boys read the book-review supplements to the Sunday papers and sometimes follow the daily listings, although during the week they are more apt to have their eyes attracted to a display advertisement of a book. The best-seller lists are consulted, partly to see how the individual's taste compares with the crowd's, but also to see what others are reading and so to keep in the swim. The personal recommendation of family and friends is intangible, but it is a factor that influences many a book sale.

A great deal has been said and written about the effect of moving pictures upon the attitudes of children, so all that need be added here are a few specific observations. There seems to be little demand for books that have been made into pictures, either before or after the movie has been shown at the school. In most cases the complete plot has been revealed and leaves everyone satisfied. After some movies, where the picture suppresses parts of a book that seem interesting or where the appeal of the pictured book is not centered in the plot itself, there may be calls for the book. Biographical pictures may bring requests for more details of the life of such a person. The stimulus from moving pictures seems chiefly to produce a demand for related books, however; after the showing of *Robin Hood* there was sudden interest in books on archery and on the making of bows and arrows. A naval or submarine

picture increases interest in other books about the armed forces or in related history.

In the school many sales originate not in the bookshop but in the library. This is often the case where readers ask for books on subjects which the library does not cover or in which there are too few titles to satisfy an omnivorous reader. The librarian then suggests buying and helps to select books for purchase, giving the boy prices and other bibliographical data to take to the bookshop for ordering.

Too much has been claimed and too little verified about the relationship of bookstores to libraries. At the Hill School Bookshop it is definitely a case of co-operation rather than competition. Curiously enough, the fields in which the library is well supplied are the fields in which more books are bought from the bookshop, although for some unknown reason this does not hold true in the case of photography as it does for other hobbies and sports and some of the more esoteric subjects. At times the boy wishing to read best sellers does not care to wait his turn for a library copy of a book and buys one for himself. At other times he examines a library copy to see if it is exactly suited to his needs before investing in a book. Or it may be that, reading a library book by chance, he likes it well enough to buy it for his own library or for a gift. Every book on the library shelves is an advertisement for itself or for another book on the same or a related subject.

The school library goes beyond passive co-operation. Its files of the *Publishers' Weekly*, *United States Catalog*, *Cumulative Book Index*, *Publishers' Trade List Annual*, *Book Review Digest*, and subject lists of all sorts are available to the managers of the shop and to any student or

master. More than that, the librarians are willing to assist in their use at any time. If a boy shows interest in buying books on a particular subject, the library staff does all it can to find suitable titles for him. Nor does it wait for him to come already determined to buy; the staff constantly urges boys to buy books for their own use, especially where a boy shows a fondness for a worth-while hobby or project.

If there is a run on books of a certain kind in the library—let us say plays—the librarian will suggest that a student buy for himself a collection of modern plays so that he will have it available all the time. The same is true of best sellers. Boys have come to the writer asking that he suggest lists of books worth, say, ten dollars, since they have been offered gifts of books in this amount. More frequently he has been asked to select the best book on bait-casting, rifles, or blind flying. Parents often ask to have reading lists made up that will interest their sons and at the same time develop their reading tastes. The library can do this because it knows each boy's reading ability and background. There are also requests for lists of books about places the family plans to visit during the coming vacations.

#### HINDRANCES TO BUYING

Some of the reasons boys buy books have been mentioned. Unfortunately, not all the factors in the situation are positive; there are also hindrances to keep boys from buying books they might like to own. There is always the state of the allowance to be considered. However, chronic financial anemia does not affect too many of the bookshop's customers, since they are permitted to have bills for books sent home, once arrange-

ments have been made with parents to do this. High prices may be a deterring factor in some cases. If a boy wants a book badly enough he will pay for it; but generally he seems to feel that he gets more for his money when paying less than two dollars.

The major barrier to acquiring books seems to be an unfortunate general ignorance of the fact that there is a book about every subject. Very few have such shallow interests that they would not invest in books pertaining to their hobbies or avocations if they knew how simple it is to find books to fit the mood of the moment. A bookstore's advertising and displays can help to overcome this. Here is also one situation in which the librarian can be of great help by directing readers to additional books on a subject or by recommending purchase for personal use of books seen in the library.

Many a boy will buy a book if it is in stock, but his interest is not deep enough to keep him waiting until the title has been ordered. This situation occurs frequently in a store in a small town away from jobbers and publishers.

The nonreader among boys is apt to shy from any book, feeling that it is much too closely connected with school work and book reports. Sometimes it is possible to approach such a boy through his outside interest, giving him a motive for reading and thus making him a potential reader and buyer.

Still another hindrance arises from the common tendency to consider books intrinsically valuable; it is felt that every volume must be shelved and preserved indefinitely. The schoolboy, having to move his possessions back and forth several times a year, thinks twice before adding to property he feels he must preserve. A corollary of this is the lack of

space in most modern homes and apartments. Children are discouraged from assembling too many space-takers, even such worthy space-takers as books, under modern living conditions.

## ANALYSIS OF BOOKS SOLD

The purchases on which this study is based cover a school year, so that one has a glimpse of all seasonal buying except that of the summer months and probably part of the Christmas-gift selection, done after returning home. Not enough volume of business was done to permit close classification, but we shall attempt to break down the figures to make them more revealing.

In the year concerned, the bookshop sold a total of 681 books to boys and masters. (The school library orders its books through the shop, but these several hundred books do not figure here at all.) For a student body of 425 and a faculty of 50, this represents an average of better than a book each. Since we are now concerned only with schoolboy purchases we shall immediately eliminate the 156 books (73 novels and 83 volumes of non-fiction) bought by the faculty, leaving 525 books taken by boys. From this number we shall further eliminate 33 novels and 34 other books that were purchased for use in class. There is a question as to whether these rightfully might not be counted, since regular textbooks are secured from the school "Exchange" and these books were all trade editions. However, these 67 books, for the most part, were not voluntarily selected, so they will not be considered.

The remaining 458 books may be accepted as being bought by students for their own entertainment. This total breaks down as shown in the accompanying tabulations.

## FICTION

Psychological and character interest	55
Light and humorous	43
Classic and standard	32
Adventures and historical	28
American life	24
Mystery and detective	15
Short stories	10
Current world conditions	4

Total..... 211

## NONFICTION

World conditions and current events	64
Literature	45
Hobbies and sports	43
Reference and study helps	32
Etiquette	19
Science	13
Humor	10
Biography	9
Religion, philosophy, psychology	8
Vocations	4

Total..... 247

It may be worth while to elaborate on some of the above groups. Of course, novels of "psychological and character interest" include the bulk of current writing; but within this group there were no distinctive subdivisions and no runs on any titles except *Rebecca* and *Native Son*. (The first was in the library and the second not.) Light fiction—the school of Wodehouse—comes second on the list, with a decided preference for Tiffany Thayer's *Three Musketeers* (20 copies) and assorted Thorne Smiths. Thayer was in the library, as were one or two titles by Smith.

Thomas Hardy novels led in the field of standard fiction, with *Wuthering Heights* alone a close second. Hardy was stressed in sixth-form English; the movie of *Wuthering Heights* probably had something to do with Miss Brontë's popularity. There was almost no call for classics

of the *Decameron* category. Among the 28 novels with adventure and history backgrounds there were no runs on any one title or author. There were no calls for the Zane Grey type of story or for Tarzan or the Rover Boys.

Novels of American life and conditions led off with a demand for *Grapes of Wrath* and a lesser call for *Kitty Foyle*; the rest were assorted. Strangely enough, relatively few boys read mystery and detective stories, in spite of the fact that the library does little to supply these titles. The popular hero of this group was Leslie Charteris' "Saint."

The short-story collections bought were scattered, about half being contemporary writers, the rest, standard. The final classification on the list, "current world conditions," is small, but that is so partly because the books providing data for this article were published before the war began to concern this country directly.

In the greater (nonfiction) half of the purchases the leading group consists of books pertaining largely to present-day economic, political, and social conditions. While the 64 books in this group include 2 of simple travel and 15 of history, the bulk is of titles dealing with strictly contemporary subjects (world conditions, 26; social and political subjects, 21). These titles were all scattered except for 13 calls for Cooper's *Designs in Scarlet*. This demand was due only in part to its somewhat sensational (from the school-boy standpoint) material. The master in the upper-form ethics course mentioned the book in class, with the suggestion that its reading would be worth while. There are other cases where books rather out of the ordinary have been bought because they had been mentioned in class discussions by masters; for example,

*Giddy Minds and Foreign Quarrels* and *Liquor, the Servant of Man*.

Aesthetic literature seemed to be in demand in ratio to the enthusiasm and quality of the teaching in the subjects concerned. The course in modern drama stimulated interest in attending and reading plays. Of the 45 titles in the literature group, 15 were plays, almost all of them current. There were 14 books of poetry and 10 books in modern foreign languages—a tribute to these departments. There were 1 book about the drama, 4 books of classical literature, and a single collection of essays.

The third largest group includes sports and hobbies, ranging from photography and book-collecting to automobiles and (who can fathom the prep-school mind?) a cookbook. Greatest interest was shown in aviation, yachting, and trains, all represented by excellent collections in the library; in fact, all titles ordered were duplicates of books on the shelves, including 2 copies of *Jane's Fighting Ships*. Music devotees demanded 6 books, from jazz to chamber music, with a pronounced interest in music on records. Outdoor and indoor sports fans, interested largely in baseball, golf, and shooting, bought 22 books. (It might be well to repeat the caution that, with a total number of sales relatively so small, it would be unwise to consider these subjects as indicating fundamental tendencies in student taste. This one field of sports is, however, capable of a great deal of stimulation.)

Thirty-two books of reference were sold. These included no regular dictionaries, since each boy is required to have one as an English text. Most of the thesauri and vocabulary and grammar handbooks were bought at the suggestion of masters working with individual stu-

dents. It is interesting to note that 2 small atlases and 2 classical dictionaries were sold. The leading title was Adler's *How To Read a Book*, and probably the most unusual was a copy of Bartlett's *Quotations*.

Those who consider all schoolboys as Penrods will be surprised at the 19 titles concerned with the social graces. General books of etiquette were not especially in demand, although *Gentlemen Aren't Sissies* was popular. Books on ways to improve one's dancing sold well, especially just before term house parties. Bridge was played frequently at the school, but only 1 book on bridge was sold to a boy. In spite of the fact that *Men Too Wear Clothes* was written to help wives to improve their husbands' taste in clothes, it was in demand in the library and 4 copies were sold in the shop.

It was a surprise to the writer that books of science were not more widely called for. The only tendency revealed is the repeated one of following up a special interest. Four books on birds were sold—not the usual handbooks, but elaborate works like Fuertes' *Artist and Naturalist in Ethiopia*. Astronomy enthusiasts asked for 3 books, but there was no call for the John Burroughs type of book—the kind nature-lovers are supposed to love. To the contrary (and remember, we are speaking of secondary-school students), these invoices list 2 books of calculus, 1 of qualitative analysis, and 2 of super-sonics.

Rather difficult to classify are the books designated as "humor," spread from *Dithers and Jitters* to *The Watch Birds*. These light titles edged out literary biography by 1 book. The biographical group includes only those whose appeal comes largely from their literary

quality. Lives of Ferber, Phelps, and Yeats are classified here; Edison's biography, with books of science. There was no marked demand for any one title.

Religion, philosophy, and psychology have been lumped together largely because there are so few of each. The chief interest was in books with personal-conduct themes, such as Cassidy's *Your Experiment in Living* and Scheinfeld's *You and Heredity*, of which 2 copies were sold. I would not like to hazard a guess as to the reason for the purchase of a copy of *There's No Place like Home*.

The 1 book on selling and salesmanship is classified in the last grouping, "vocations," because I know it to have been bought for vocational guidance. I am also inclined to think that only boys planning to study medicine bought the balance of the books listed—3 titles about doctors.

If the rather high level of books revealed in this list seems unnatural, it should be remembered that the customers of the bookshop were to some degree a selected group and also that most of the boys came voluntarily, knowing what they wanted. Very little was done in the way of promotion with any group, much less with the boys who had never gotten into the habit of seeking help and recreation in books.

Slight as it is, this study reaffirms the danger of too hasty classification of youthful readers into age and interest groups, attempting to fit the boy to the book rather than the book to the individual. If we are to promote reading, it must be done by building on worthwhile inherent or induced interests. Most of us recognize this in principle but find it much too easy to fall back on catalogs and classified lists when working with individual students and purchasers.

## ADEQUACY OF THE BOOK SUPPLY IN SCHOOL LIBRARIES AN ANNOTATED BIBLIOGRAPHY

MARGUERITE KIRK

THE bibliography which follows represents a revision and condensation of the bibliography prepared by the writer for an unpublished study, "Adequacy of the Book Supply in American Schools," completed in 1941 by a committee of the National Council of Teachers of English under the chairmanship of Fred G. Walcott of the University High School, Ann Arbor, Michigan. The committee pointed out in its report that responsibility "is placed upon teachers, librarians, and school administrators to talk books, library facilities, and services until the public and the leaders of our educational system are conscious of the fundamental part in the educative process which books and libraries must play." These studies furnish ammunition which can be used to convince governing boards of the necessity for improving school library service; in addition, they are suggestive of further studies which could profitably be undertaken in this field.

BARBER, D. C. *Study of Secondary School Libraries in South Carolina*. Master's thesis, Duke University, 1940.

This study of 305 schools is limited to the white public secondary schools of South Carolina. The standards used are those of the Association of Colleges and Secondary Schools of the Southern States. Of the schools studied, 132 (65.4 per cent) met the appropriation standard (for enrolment of 500 or less, at least \$1.00 per pupil per year for books, periodicals, etc., exclusive of salaries; for enrolment of over 500, at least \$0.75).

Only 64 (31.8 per cent) met the book, periodical, and newspaper standard, one of the chief defects being an inadequate number of books. Schools with 1,000 or more pupils met the standards to a higher degree than did smaller schools; schools with 200-500 pupils met the standards to a lesser degree than did the schools of any other group.

BROWN, P. E. *Status and Evaluation of the County High School Libraries in Northeastern Ohio*. Master's thesis, Ohio State University, 1940.

Based on data submitted by 81 high schools located in the 13 counties of northeastern Ohio. Eight books per pupil were provided by schools with an enrolment of less than 200. The number of books per capita diminished proportionately with increased enrolment, despite the fact that the libraries of the larger schools were, as a whole, much better than those of the smaller institutions. The data indicate a definite problem in regard to the financing of the high-school libraries. During 1937-38 only 61 per cent of the reporting schools met the recommendations set up. Over a range of the last five years, however, a definite improvement is noted.

CALIFORNIA, DEPARTMENT OF EDUCATION. *Selection and Distribution of Supplementary and Library Books in California Counties*. Bull. No. 10, May 15, 1934.

This survey, covering a four-year period, indicates that county libraries are rendering a commendable amount of

service to rural schools, providing an average of 12 books per pupil in addition to the large quantity of books available in permanent collections in individual schools and materials such as periodicals. In view of the amount of service rendered, the decrease in the amounts budgeted by school districts for county library service is to be deplored. The law requires that no less than \$25 nor more than \$50 per teacher be allowed for this purpose. In 1930-31 only 2 per cent of the 40 counties reporting received as low as the minimum, while in 1933-34, 32 per cent did so, the median amount apportioned dropping approximately \$10 per teacher during the four-year period.

CASTLEBERRY, MARY. "Development of High School Libraries in Georgia," *Georgia Library News Bulletin*, May, 1941, pp. 5-8.

For annotation see *Library Literature*, 1941.

CHURCHILL, E. M. *Libraries in Selected Four-Year Accredited High Schools in Illinois*. Master's thesis, Colorado State College of Agriculture and Mechanical Arts, 1939.

This study is based on data from 77 high schools for the year 1936-37. In small high-school libraries (enrolment less than 200) the median number of books available for pupil use is 1,002. In the medium-sized libraries (enrolment 200-499) the median number of books meets the requirement made by Fargo of at least 1,000 titles. The median number of books in the large-sized libraries (enrolment 500-999) is above 3,000. The number of books available for pupil use in many of the very large-sized libraries (enrolment above 1,000) does not meet the requirement of 5,000 books. The average number of magazines in the libraries of the small schools meets the requirement of 15 magazines. The medium-

sized group has an average of 19 magazines. The large high schools should have between 25 and 50 periodicals; many of the schools fall short of this number, since the average is only 28. Of the very large high schools, there is one which does not have the minimum of 25 in its library; others have more than 50.

CLARK, H. M. "School Library Service in Oregon," *Library Journal*, September 15, 1940, pp. 740-42.

The total school library book order from county funds in 1940 was \$21,923.16. All school libraries are required to purchase books from the \$.10 per capita county school library funds each spring, ordering through the state library and from state library lists. Many schools spend much more than \$.10 per capita. In six counties many of the rural school districts pool their county funds and sponsor a rural school collection administered by the county library. Many books from the general county library collections and from the state library are also loaned for use in schools.

COBURN, LOUIS. "Survey and Evaluation of Vocational High School Libraries," *High Points*, January, 1941, p. 43.

For annotation see *Library Literature*, 1941.

DOYLE, D. G. *Library Facilities in Rural Elementary Schools in Colorado*. Master's thesis, Colorado College of Education, 1935.

The purpose of this study is to determine the existing library facilities of rural elementary schools of Colorado and to ascertain as far as possible the adequacy of the collections. The per cent of total expenditures for library books is low; the per pupil expenditure is \$.17. There are only 1.5 books per pupil. The quality of the collections is poor: (1) overbalance and inconsistency of encyclopedias in re-

lation to other books; (2) supplementary texts old and not conducive to voluntary reading; (3) the number and kinds of magazines in each school are the most inadequate of all the library facilities. All but one of the counties have some library facilities, even though very limited as to number and quality.

EELLS, W. C. "Measurement of the Adequacy of a Secondary School Library: A Report on One Phase of the Co-operative Study of Secondary School Standards," *Bulletin of the American Library Association*, March, 1938, pp. 157-63.

A report on the methods which have been developed and used by the co-operative study to measure the adequacy of the book collections of secondary-school libraries. The information presented was collected from 200 co-operating schools. (1) The number of titles in 199 libraries which reported on this feature varied from 125 to 19,750, with a median of 1,895. (There is no implication that this median number of titles is adequate for a secondary-school library.) (2) Reports were received from 196 of the schools on the distribution of their titles in the main divisions of the Dewey Decimal Classification. These data have permitted the computation of percentile scales and of national, regional, size, type, and accreditation norms for each of the decimal classes. (3) To secure a measure of the appropriateness of the library holdings for secondary-school purposes, librarians were asked to check the number of titles, in each class, that they had which were also listed in Wilson's standard catalog for high-school libraries. The median was 28 per cent. (4) Recency of publication is also an important factor in judging the adequacy of a library. Since this is a particularly important consideration in the natural sciences and the social sciences, it was decided to ask for the num-

ber of titles copyrighted since 1926 in these two fields only.

EMICH, M. C. *Comparative Study of Senior High School Libraries*. Master's thesis, University of Chicago, 1933.

The purpose of this study was to determine the present status of senior high-school libraries in Chicago by comparison with standards and recommendations for high-school libraries of the North Central Association and the American Library Association. It was found that the libraries fall considerably below these standards. The most serious handicaps are lack of financial resources, inadequate seating capacity, too few books per pupil, and insufficient staffs. That 18 of the 24 libraries are branches of the Chicago Public Library is the only fortunate aspect of the situation. The largest number of books per library is 3,121, with a median of 1,695. None meets the requirement of 6 books per pupil; 14 have less than one-third the required number. All meet the North Central Association requirement of 800 live, cataloged books. The largest expenditure per pupil in any library was \$0.15, with a median of \$0.12. All except one spent well over \$200.00 per year, the median being \$485.00, but this is inadequate with respect to the number of pupils served.

GARRETSON, V. L. *Preliminary Survey of Wyoming High School Libraries*. Master's thesis, University of Wyoming, 1938.

The statistics used in this study were secured through questionnaires from 51 accredited four-year high schools, including 10,613 of the 11,290 pupils in Wyoming accredited high schools. A total of 308 pupils have no libraries available; 2,229 have access to libraries of 670 or fewer volumes; 2,537 are without libraries which meet minimum library standards. The remainder, 8,076 pupils, have

access to libraries which meet the minimum North Central Association recommendation of 800 volumes. Most Wyoming high-school libraries compare very favorably in size, number of volumes per pupil, and annual expenditures with school library standards of the North Central Association and with those recommended for high schools in New York and Missouri.

GERING, J. A. *Survey of the High School Libraries of Third-Class Districts in the State of Montana, 1934-35*. Master's thesis, Wichita University, 1935.

Basing this survey on the 1923 standards, 29 of the 41 schools with an enrolment of less than 50 met the minimum requirement of 300 books; 17 of the 55 schools with an enrolment of more than 50 met the minimum requirement of 1,000 books. Of the schools studied, 85 reported that they have at least one periodical; 7 reported having none. Only 7 schools reported 10 or more periodicals.

GREER, M. R. "School Library Statistics, 1938-39," *A.L.A. Bulletin*, February, 1940, pp. 121-22.

Recent school library statistics show that in the larger cities of the country taken as a whole about \$0.39 a year per pupil is spent. This figure is \$0.08 higher than formerly. There is a reported increase in circulation over the previous year of 3 or more books per pupil. The monetary expenditure is not keeping pace with the circulation increase. The schools in these cities are now spending very little over 2 per cent of the total high-school expenditure for school library service, including salaries.

HEFLEY, SUE. "School Libraries in Louisiana," *Louisiana Library Association Bulletin*, December, 1940, pp. 5-7.

For annotation see *Library Literature*, 1941.

HEJTMANEK, EMMA. *Library Facilities of the Three, Four, and Five Teacher High Schools in Nebraska*. Master's thesis, University of Nebraska, 1937.

In 174 schools reporting, the range in number of volumes was 91-3,055, the average for all schools being 558. Forty schools with an enrolment of 10-49 reported an average of 12 books per pupil, with an average of 461 books per school; 113 schools with an enrolment of 50-99 reported an average of 8.1 books per pupil, with an average of 588 books per school; 2 schools with an enrolment of 100-149 reported an average of 6 books per pupil, with an average of 641 books per school. The median amount of money spent by the 149 schools reporting in 1935 was \$45.70—higher than for any of the four years preceding, the lowest point having been reached in 1933-34, when the median amount was but \$39.56. The median amount of money per pupil was approximately \$0.738.

HENSLEIGH, A. D. *Study of School Library Administration in Selected Iowa School Districts*. Master's thesis, Iowa State University, 1939.

This study is based on data collected from 20 schools. The high-school enrolment in the schools studied ranged from 18 to 385, the average enrolment being 105.5. Elementary-school enrolment ranged from 37 to 376, with an average of 146.3. There was considerable variation in the selection of books, in that recommendations were made by principals, heads of departments, teachers, and superintendents in the majority of schools. Nine schools selected books according to the general cultural needs of the pupils; 6 carried on a co-operative plan with the local public library; and 13 used the service offered by the state traveling library. Thirteen high schools reported that a regular amount was budgeted annually

from the general fund for library purposes. This amount varied from \$15.00 to \$200.00 in the 12 schools stating the exact amount budgeted, the average being \$78.75. Eleven elementary schools budgeted a regular amount to the school library, the amount ranging from \$20.00 to \$160.00. Eleven schools followed a budgetary procedure in allotting funds within the system. This allotment was decided by the superintendent's action in seven schools, while the needs of various rooms were listed as the principle of distribution in one school.

HOYLE, N. E. *Study of the Library Service in the Public Schools of Virginia*. Master's thesis, Columbia University, 1938.

Virginia school libraries appear to be more adequately stocked than are her public libraries, for the former have a total of 1,664,907 volumes, or 2.8 volumes per child enrolled, and an average annual expenditure of \$0.24 per child enrolled, while the 46 public libraries in the state own 1,625,315 volumes, or 0.67 volumes per capita, and receive an annual income of only \$0.08 per capita. About two-thirds of the people of the state have no access to public libraries. In not more than a half-dozen of the 23 incorporated cities are there public library branches in school buildings or active co-operation between schools and the public library. It seems obvious that, unless there is a marked expansion of present public library facilities or a drastic reorganization along county or regional lines, school libraries in Virginia are likely to receive very little help from public libraries. School libraries are experimenting with a number of methods of increasing the size of the group served and are thus making adequate school library provision economically possible for the large num-

ber of small schools: (1) extending use of high-school libraries by the community; (2) extending use of high-school libraries by elementary-school pupils; (3) establishment of a county circulating school library operated on a year-round basis by a professionally trained county school librarian.

LATHROP, E. A. "State Financial Support for School Libraries," *School Life*, December, 1941, p. 89.

For annotation see *Library Literature*, 1941.

LUDWIG, M. M. *Study of the Status of the High School Library in the State of Pennsylvania*. Master's thesis, Teachers College, Temple University, 1940.

The data used in the thesis are taken from the Pennsylvania secondary-school classification report for the year 1937-38, including individual reports from all schools to the Department of Public Instruction, Harrisburg. According to the standards of the state department, Pennsylvania high schools receive insufficient appropriations for books and periodicals. There are too few books, magazines, and newspapers in the high-school libraries to meet the challenge offered by new types of instructions.

MACBEAN, D. W. "Elementary School Libraries in Chicago," *Illinois Libraries*, November, 1940, p. 24.

For annotation see *Library Literature*, 1941.

MACTAVISH, J. A. *Survey of the High School Libraries of Coshocton County, Ohio*. Master's thesis, Ohio State University, 1940.

The number of books per pupil in these high schools ranges from 6.3 to 2.1, the average being 4.8; in all but one of

the schools the number is below the American Library Association standard of 6 books per pupil. The annual book appropriation per pupil ranges from less than \$0.50 to \$1.00. Only one school spent \$1.00; 5 spent from \$0.50 to \$0.99; and 2 from \$0.11 to \$0.49. For periodicals, 2 schools spent \$25.00 or more, and 6 between \$15.00 and \$24.00.

MERRIWETHER, LUCILE. *High School Library Service in Tennessee Rosenwald Demonstration Units*. "Peabody Contributions to Librarianship," No. 4. Nashville, Tenn.: Peabody Library School, 1934.

This study is concerned with a critical evaluation of the library service in the 35 high schools in Shelby, Knox, and Hamilton counties, including the senior high schools of Memphis, Knoxville, and Chattanooga. These schools are under the supervision of strong central libraries. Through the stimulation and aid of the Julius Rosenwald fund they have had more money to spend and have developed a more even library service than may be found elsewhere in Tennessee. Sixty per cent of the county schools have an enrolment of less than 200 students in high school, so that the library usually serves a larger group than the school patrons. In Hamilton County, because book collections have been built up to meet community needs, the high-school student has access to almost twice as many books as the standard number. Knox County does not have five books per pupil on the shelves, but it does supplement with the best book-truck service in any of the systems; its book truck averaged 40 miles and a book circulation of 600 books daily in 1932. Among the city school systems the Chattanooga schools are the only ones which had 3.4 books per pupil in 1933.

MILLER, F. A. "Library in the Elementary School," *Kansas Teacher*, May, 1940, pp. 7-8.

For annotation see *Library Literature*, 1941.

MINNICH, A. E. *Survey of the High School Libraries of Darke County, Ohio*. Master's thesis, Ohio State University, 1940.

Covers the 10 villages and rural public high schools under county supervision in Darke County, Ohio, for the years 1939-40. The sources of income for the small school libraries are limited and not definitely allocated to them. The average expenditure per pupil for books and periodicals ranges from \$0.14 to \$1.82. The size of the book collections is adequate, but the quality is inferior. The schools not having public libraries in their respective villages utilize the Carnegie Library in Greenville.

MORGAN, E. L., AND SNEED, M. W. *Libraries of Missouri: A Survey of Facilities*. Master's thesis, University of Missouri, 1936.

If data received from 403 schools are a sufficient indication, there are probably over 1,000,000 volumes in Missouri high-school libraries. A total of nearly 500,000 was reported from 353 schools, averaging a little less than 1,400 volumes per school, with a median number of nearly 950. The size of the libraries ranges from 25 to well over 16,000 volumes; the number of books per pupil ranges from 18 in the smaller schools to 6 in the larger schools. Newspapers were reported by 188 (61 per cent) of 310 high schools, with an average of about  $2\frac{1}{3}$  per school. Periodicals were listed by nearly 80 per cent of the schools, the average being almost 9 for all schools. In 1934 the average expenditure for books, newspapers,

and periodicals in 300 high schools was a little more than \$120.00. Expenditures ranged from \$1.00 to more than \$2,200.00. The highest expenditure per student was shown by the smallest schools and the lowest expenditure per student by the largest schools. Schools in towns of less than 2,500 population averaged approximately \$90.00 for such expenditure, while those in cities of 2,500 or more averaged more than \$350.00. Expenditure per student for the former was a little more than \$1.00, while for the latter it was slightly over \$0.90.

NICHOLS, A. F. *Study of Libraries in the Class "A" High Schools in Kentucky*. Master's thesis, University of Cincinnati, 1940.

According to the financial reports of the Kentucky superintendent of public instruction for 1931-32, the highest expenditure of all the 120 counties in Kentucky was \$0.30 per pupil; the average expenditure was \$0.02 per pupil; 24 counties made no expenditure. The average public elementary school had less than 1 book per pupil. The average public high-school library had approximately 7 books per pupil. There was a relatively slight increase in total volumes for 1933-34, but increased enrolment decreased the average. There is a distinct correlation between size of the school and number of volumes in the library.

NORMAN, O. W. *Libraries in the Elementary Grade Schools of Murray County*. Master's thesis, University of Oklahoma, 1937.

Average number of books per pupil in 19 elementary schools is 2.4; average number of titles per pupil is 1. The study reveals: (1) The libraries of the elementary schools are inadequate to meet the demands of the state course of study. (2) Little provision is made to give the

children a balanced reading program. (3) There are too few books per pupil. (4) There are too many sets of books and not enough titles. (5) The books are not equally divided among the grades. (6) The majority of the books are in good physical condition.

O'NEILL, SISTER M. T. *Status of the High School Libraries in the State of New Jersey*. Master's thesis, State Teachers College, Montclair, New Jersey, 1935.

Books of literature are decidedly the highest in number in New Jersey high-school libraries. History books are second highest. Sociology, considering its rapid growth in the schools, has fewer books than might be expected. More than 40 per cent of the schools get no daily newspaper.

ROSS, P. P. *Study of the High School Library Facilities*. Master's thesis, Pennsylvania State College, 1935.

An average of 5 books per pupil is accepted as the minimum in Pennsylvania. Of the 15 schools in Jefferson County, 8 meet this requirement. The largest number of books per pupil is 36.5, and the smallest is 1.6. The median number is 5.5. The largest library contains 5,322 volumes; the smallest only 83. Four of the libraries have less than 500 books. Twelve of the libraries receive from 1 to 36 periodicals, the median being 6.5. Eight schools supply one or more newspapers. The Department of Public Instruction in Pennsylvania recommends a minimum appropriation of \$1.00 per pupil for the first 500 pupils; \$0.75 for each additional pupil up to 1,000; and \$0.50 per pupil for each one in excess of 1,000. During 1932-33 there were five schools that exceeded the \$1.00 per pupil standard and 10 that failed to meet it. The

per pupil expenditures ranged from nothing to \$1.87, the average being \$0.74.

SCHUMACHER, DOROTHY. "School Library Statistics, 1939-40," *A.L.A. Bulletin*, February, 1941, pp. 99-101.

For annotation see *Library Literature*, 1941.

SELLERS, O. A. *Small High School Library Practices Compared with Regional Association Standards*. Master's thesis, Peabody Library School, 1937.

Standards used in this study as a basis for comparison are those of the Association of Colleges and Secondary Schools of the Southern States. The study indicates that there is a wide range of distribution of library materials in the case of books; practically 20 per cent of each class of schools studied have fewer books than the standard minimum for the smallest schools, yet each size group shows a median number of volumes per pupil sufficient to meet requirements (5 books per pupil, with a minimum of 500 volumes). Holdings of periodicals and newspapers are less than 50 per cent of the standard minimum.

SMITH, S. L. "Library Facilities in Negro Secondary Schools," *Journal of Negro Education*, July, 1940, pp. 504-12.

For annotation see *Library Literature*, 1941.

SNYDER, J. F. *Study of High School Libraries in Kentucky*. Master's thesis, University of Chicago, 1931.

The study is limited to 130 high schools, selected to include all the Southern Association schools and the public high schools of the first four classes of cities in Kentucky. These two groups overlap, with the exception of eight fourth-class cities which do not have

schools in the Southern Association. It was found that 83.1 per cent have a sufficient number of books to meet standards; 76.2 per cent meet standards on periodicals; 75.4 per cent on newspapers. Schools with enrolment of 500 or more have most difficulty.

STEFFEY, A. J. "School Libraries, Progress and Problems," *Midland Schools*, May, 1940, p. 276.

For annotation see *Library Literature*, 1940.

STROTHER, J. V. *Development and the Adequacy of the Library as an Institution in the State of Washington*. Master's thesis, University of Washington, 1938.

School libraries in general are inadequate. In 1932 Washington high schools had an average enrolment of 280 and an average total collection of 1,380 books. In the year 1931-32 the total expenditure for libraries per pupil was \$0.35. By the year 1935-36 the expenditure per pupil amounted to \$0.55.

TEETER, HAROLD. *Status and Organization of the Libraries in the Schools Accredited to the North Central Association in Nebraska*. Master's thesis, University of Nebraska, 1937.

The number of books reported by 76 high schools included in the study ranges from 160 to 7,395, the average being 1,316. The number of books per student varies from less than 1 to 30. The tendency is somewhat pronounced for the larger schools to show fewer books per student. Seven schools provide no periodicals; 21 report 5 or fewer; only 13 report more than 15. There is a definite tendency for the average number of periodicals to be larger as the average daily attendance figures increase. The average expenditure per pupil for all the schools

is approximately \$0.66. This is only 44 per cent of that recommended by most accrediting agencies and writers.

UNITED STATES OFFICE OF EDUCATION.  
*Statistics of Public-School Libraries, 1934-35; Being Chapter V of Volume II of the Biennial Survey of Education in the United States: 1934-1936.* Washington, D.C.: Superintendent of Documents, 1938.

This report includes library statistics for public elementary and high schools for the school year 1934-35. The total number of volumes in the 27,836 centralized libraries is calculated to be 28,346,250. Of this number 8,750,000 (31 per cent) are found in libraries containing from 1,000 to 2,999 volumes; this is the largest number of volumes reported for any one of the groups of libraries. The size of the median centralized library for all school systems reporting is 407 volumes. The size of the median library for each of the three types of school system is: city, 1,377; county (rural only), 333; county unit (urban and rural), 350. The total expenditures for "books, pamphlets, and periodicals" is \$2,468,466, or 37.3 per cent of the total expenditures for school libraries for all school systems reporting these expenditures.

WIELAND, J. A. "Growth and Improvement of School Libraries in Illinois," *Illinois Libraries*, November, 1940, p. 3.

For annotation see *Library Literature*, 1940.

WILKINSON, M. E. *Study of the Development of Library Facilities in Dependent Elementary Schools of Tulsa County.* Master's thesis, Oklahoma Agricultural and Mechanical College, 1940.

In 19 schools in the 15 dependent districts of Tulsa County, the average number of books per pupil is 6.8. The lowest number is 1.5 and the highest, 19.2. The teachers report that progress in the last five years has been phenomenal, some schools having doubled their book collection in that time.

WOFFORD, A. M. *History and Present Status of School Libraries in South Carolina, 1868-1938.* Master's thesis, Columbia University, 1938.

The only clue from official sources as to the adequacy of collections in high-school libraries of South Carolina generally is found in the following quotation from the report of the state high-school supervisor in 1934: "Inspections show that large percentages of the book collections in high school libraries are unsuited for school use. Discarded textbooks, books collected without discrimination from homes in the community, and books bought without proper evaluation from high pressure salesmen often constitute large percentages of the book collections. This is especially true of the smaller schools that do not have trained librarians." A study of the reports on book collections shows that, although in many cases the number of volumes is adequate, the collections are very unbalanced. Of 166 schools reporting on the social studies classification, only 14 had 10 per cent of their collection in this group. The state requirement is 10-14 per cent of the whole collection. A majority of the high-school collections are heavily weighted in favor of history and literature. One library of 4,483 volumes reported about 60 per cent of its collection is literature; the maximum requirement is 18 per cent.

## THE CONTRIBUTORS TO THIS ISSUE

ROBERT HOWARD DEILY was born August 20, 1909, at Bethlehem, Pennsylvania. He received his A.B. degree in 1931 from Muhlenberg College and his B.S. in library science from Columbia University in 1932. He holds a Master's degree in English literature from Lehigh University (1933) and a Master's degree in library science from Columbia University (1937). In 1941 he received his Ph.D. degree from the Graduate Library School, University of Chicago. He was a member of the cataloging staff of the Lehigh University Library, 1933-34; librarian of Wagner College (Staten Island, N.Y.), 1934-38; and assistant superintendent of the book order department of the Brooklyn Public Library, 1938-39. From 1941 to August, 1942, when he became a member of the Military Intelligence Division of the Army Air Forces, he was librarian of the Pacific Branch of the Brooklyn Public Library. He is joint author, with T. G. Ehrsam, of *Bibliographies of Twelve Victorian Authors* (New York: H. W. Wilson Co., 1936).

MARGUERITE KIRK was born November 24, 1894, in Bozeman, Montana. She received her A.B. from the University of California in 1917, the certificate in librarianship at the University of Wisconsin in 1922, and her M.A. in the School of Library Service of Columbia University in 1936. She was children's librarian in Portland, Oregon, 1924-25, and head of the School and Children's Department of the Newark Public Library, 1925-29. In 1929 she became librarian and in 1937 director of the Department of Libraries and Visual Aids of the Newark Board of Education. She has been instructor in library service in the New Jersey State Teachers Colleges in Newark and in Trenton and instructor in school library service in the Columbia School of Library Service. Miss Kirk has been president of the New Jersey School Library Association since 1941.

HAROLD DANIEL PETERSON was born in Fort Dodge, Iowa, September 21, 1910. He received a B.A. degree (1933) and an M.A. degree (1934) in English literature from the University of Iowa and his B.S. in library service from

Columbia University (1936). Mr. Peterson's library career began at the age of fourteen. He has served as page, part-time assistant, and assistant librarian in the Fort Dodge Public Library, as student assistant in the University of Iowa libraries, as organizer of the Callender, Iowa, Public Library, and as librarian of the William Scheerer, Jr., Memorial Library, Hill School, Pottstown, Pennsylvania, holding the latter position from the time of his graduation from Columbia until he resigned to spend a year in rest, travel, and writing before his induction into the Army in April, 1942. At present he is serving in the Medical Department of the Army as supervisor of instruction in the Special Training Unit of one of the Medical Replacement Training Centers. Besides newspaper articles and various minor publications, Mr. Peterson is the author of "The Private School Library and the Library School" (*Library Journal*, LXVI [1941], 774-76); "The Mail Was Late" (*Palimpsest*, XXIII [1942], 47-56); and "Wahkonsa," (*Palimpsest*, XXIII [1942], 121-35).

LEONA ROSTENBERG, a native New Yorker, received her M.A. from Columbia University, where she continued graduate work in the field of medieval history. For the last three years she has been associated with a rare-book dealer in New York. Her particular fields of interest are bibliography and the history of printing. She has edited "The Diary of Timothy Fuller" (*New England Quarterly*, September, 1939), "Margaret Fuller's Roman Diary" (*Journal of Modern History*, June, 1940), and "Mazzini to Margaret Fuller" (*American Historical Review*, October, 1941), and is the author of "The Printers of Strassburg and Humanism, from 1501 until the Advent of the Reformation" (*Papers of the Bibliographical Society of America*, October, 1940), "The Printing of Hebrew Text Books in Strassburg" (*Journal of Jewish Bibliography*, April-July, 1940), and "The Medical Budget of a Patrician Household" (*Bulletin of the History of Medicine*, November, 1941).

LEWIS STIEG: for biographical information see the *Library Quarterly*, XII (1942), 110-11.

## THE COVER DESIGN

OF THE early life of the printer whose mark is reproduced on the cover, Jacobus Wolff de Pforzheim, little is known. Some years before his denization he moved to Basel. He was made a burgher of that city on January 12, 1482.

About 1488 he opened a printing office in Basel and operated in a small way until 1497. In that year, no doubt because the well-to-do printer Johann Amerbach took him into partnership, Wolff's productions showed so marked an increase that he was able to employ four workmen. He confined himself almost entirely to the printing of religious works.

Wolff was evidently a public-spirited man. He was repeatedly mentioned as a benefactor of the Basel Charterhouse. To the Charterhouse, also, he made a practice of presenting a copy from each edition which he printed. He died in 1519. His son, Thomas Wolff, succeeded him.

Wolff's mark consists of the figure of an angel bearing two shields. On that in the angel's right hand are the arms of Basel; on that in the left hand is Wolff's merchant's mark.

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE LIBRARY

## ANNOUNCEMENT

THE University of Chicago will offer three fellowships of \$1,000 each for the academic year 1943-44 in its Graduate Library School. The fellowships are awarded by the President on the recommendation of the Committee on Fellowships and Scholarships. Applications must be in the hands of the Dean of the Graduate Library School on or before March 1, 1943.

The following attainments are required:

- a) The possession of a Bachelor's degree equivalent, or approximately equivalent, to that conferred by leading colleges and universities
- b) Completion of at least one year in an accredited library school
- c) At least one year of library experience under approved conditions

In addition to the above requirements, special consideration will be given to publications and manuscripts showing ability on the part of candidates to conduct original studies.

Forms to be used in making application for admission, and for fellowships, may be obtained by writing the Graduate Library School, The University of Chicago.

## REVIEW ARTICLE

### THE GUTENBERG CELEBRATION OF 1940

#### A SURVEY OF THE LITERATURE

By the last decades of the fifteenth century the Gutenberg tradition had developed to the point that a particular year had been fixed as the date of the invention. The 1483 Venice edition of Eusebius' *Chronicon*<sup>1</sup> was probably the first publication to say explicitly "the theory of printing books was discovered in 1440 by Johann Gutenberg," but apparently every subsequent edition of this popular chronological manual repeated the statement. The same idea was also disseminated by the *Nuremberg Chronicle*,<sup>2</sup> which, both in Schedel's own text and through the many later authors who used it, exerted a wide influence.

On the basis of this tradition at least one German scholar, Johann Arnold, remembered to observe the year 1540 as the centennial of printing, for he composed a long Latin poem, *De chalcographiae inventione*.<sup>3</sup> His was apparently the first celebration of the invention of printing in the fortieth year of a century, but the practice later became general among printers and professional scholars. The following figures, which are taken from an incomplete and unpublished bibliography<sup>4</sup> of the subject, will indicate the growth of the custom. In the years 1630-42 at least twenty-one publications appeared, includ-

ing the arguments of Mallinckrodt,<sup>5</sup> Rivinus,<sup>6</sup> and Starck<sup>7</sup> for Gutenberg and those of Boxhorn<sup>8</sup> and Brehm<sup>9</sup> for Coster.

During the corresponding period in the following century (1730-42) the number of special publications was much greater; no less than seventy-four are recorded for the single year 1740. Included among them is Wolf's *Monumenta typographica*<sup>10</sup> in two dumpy volumes containing reprints, in Latin translations, of the principal treatises on the invention that had previously appeared. Another item of considerable interest is a brief *Dissertation*<sup>11</sup> by Schoepflin published by the Academy of Inscriptions at Paris; thus the celebration seems to have started him on what was to be a twenty-year study culminating in his monumental *Vindiciae*<sup>12</sup> of 1760.

<sup>5</sup> Bernhard von Mallinckrodt, *De ortu ac progressu artis typographicae dissertatio historica* . . . (Cologne: J. Kinch, 1640).

<sup>6</sup> L. Andreas Rivinus, *Hecatomba laudum et gratiarum, in ludis iterum secularibus ob inventam in Germania abhinc annis CC. chalcographiam* . . . im-molata (Leipzig, 1640).

<sup>7</sup> Sebastian Gottfried Starck, "Kurze historische Rede von der edlen, weltberühmten Buch-Tructer-Kunst," in *Jubilaeum typographorum lipsiensium* . . . (Leipzig, 1640).

<sup>8</sup> Marcus Zuerius Boxhorn, *De typographicae artis inventione, et inventoribus, dissertatio* (Lugduni, Bat.: 1640).

<sup>9</sup> C. Brehm, *Gründlicher Bericht von Erfindung der edlen und hochnützlichen Kunst Buchdruckerey* . . . (Dresden, 1640).

<sup>10</sup> Johann Christian Wolf, *Monumenta typographica* (2 vols.; Hamburg: Christian Herold, 1740).

<sup>11</sup> Johann Daniel Schoepflin, "Dissertation sur l'origine de l'imprimerie," in *Mémoires de l'Académie des inscriptions*, XVII (1751), 762-86 (written in 1740, presented May 9, 1741).

<sup>12</sup> *Vindiciae typographicae* (Argentorati, 1760).

<sup>1</sup> Eusebius, *Chronicon* (with the continuations of Prosper and Mathaeus Palmerius), ed. J. L. San-tritter (Venice: Erhard Ratdolt, 13 Sept., 1483). H. 6717.

<sup>2</sup> Hartmann Schedel, *Liber chronicarum* (Nuremberg: Anton Koberger, 28 July, 1493). H. 14508.

<sup>3</sup> Johannes Arnoldus Bergellanus, *De chalcographiae inventione: poema encomiasticum* (Mainz: F. Behem, 1541).

<sup>4</sup> This bibliography, still in the form of unedited cards, is deposited at the Wing Foundation of the Newberry Library. It consists of notes collected by Aksel G. S. Josephson toward an exhaustive record of the invention literature. He had completed only the first section (the fifteenth century) at the time of his retirement. This was published in the *Papers of the Bibliographical Society of America*, XI, 1-14.

The celebration of 1840 brought forth several hundred special publications, of which the greater part, however, were merely rhetorical encomiums of Gutenberg and the printing press. But two works of permanent scholarly value also appeared. These were the Marquis de Laborde's *Débuts de l'imprimerie à Strasbourg*<sup>13</sup> and the little-known but important *Album typographique*<sup>14</sup> of Paris. The former preserves the authentic text and some lithographic facsimiles of the 1439 trial record, a document which was to be destroyed thirty years later in the German bombardment of Strassburg. The *Album* is notable because it contains the first attempt to reconstruct the technology of the earliest printers for their type founding.

According to every law of mathematical probability, the years 1940-42 should have brought forth at least five hundred books and pamphlets discussing the invention of printing and allied subjects. But nothing of the sort has happened. This was a war period, and in wartime the centennials of peacetime achievements are neglected. We do not know what local celebrations, if any, were held in Germany in 1940, but apparently no major publications resulted. Dr. Ruppel's definitive biography of Gutenberg<sup>15</sup> had already been published in anticipation of the celebration. In the other Continental countries, as in Britain, little could be done. The new English edition of Aldis' *The Printed Book*<sup>16</sup> falls in the period, but there is no indication that it was connected with the centennial. It is a disappointing volume. The revisers have marred more than they have improved the original version.<sup>17</sup> They have given the text as a whole an aesthetic rather than a scholarly emphasis. Though they have inserted a few recent

titles, they have greatly reduced the usefulness of the bibliography by omitting all the original references to books in French and German. If this little volume is typical of present-day typographical scholarship in England, one must lament the passing of Aldis' own generation.

While in Britain itself the centennial seems to have received little notice, in certain of the overseas British dominions it was more generally observed. In Canada a committee representing both the employers' associations and the printers' trade-unions was organized and with the Toronto public libraries issued a memorial volume.<sup>18</sup> This is perhaps the most satisfactory treatise on printing for the general reader that we have seen. Unlike the Aldis manual, it is adequately illustrated; an abundance of facsimiles, half-tone engravings, and line drawings elucidate the text at those points where verbal descriptions are always inadequate. About half the pages are given to a historical introduction which includes facts about early Canadian printing not easily available elsewhere. The remainder of the book describes the graphic techniques with an admirable clarity. The Preface is signed by Librarian Charles R. Sanderson, who, we suspect, may be the principal author of the whole volume. Another interesting overseas British publication is an annotated exhibition catalog<sup>19</sup> from Johannesburg, South Africa.

But it was in our own country that the fifth centennial of the invention was most generally observed. Here the American Institute of Graphic Arts, with Mr. Will Ransom as their agent, inspired and directed local exhibitions and celebrations by libraries, art galleries, schools, churches, and printing-trade organizations. At their suggestion the Post Office Department issued a special stamp commemorating the invention of typography in 1440 and its introduction in the Western Hemisphere in 1539.

Some future bibliographer may undertake to list all the exhibition catalogs, addresses, and newspaper reports of the 1940 centennial, but

<sup>13</sup> Léon de Laborde, *Débuts de l'imprimerie à Strasbourg, ou recherches sur les travaux mystérieux de Gutenberg dans cette ville ...* (Paris: Techener, 1840).

<sup>14</sup> [Eugène Duverger], *Histoire de l'invention de l'imprimerie, par les monuments: album typographique exécuté à l'occasion du jubilé européen de l'invention de l'imprimerie*. (Paris: Imprimerie Rue de Verneuil, 1840).

<sup>15</sup> Aloys Ruppel, *Johannes Gutenberg: Sein Leben und sein Werk* (Berlin: Gebrüder Mann, 1939).

<sup>16</sup> Harry G. Aldis, *The Printed Book* (2d ed., rev. by John Carter and E. A. Crutchley; Cambridge: University Press, 1941). \$1.50.

<sup>17</sup> First published in the "Cambridge Manuals of Science and Literature" (1916); reprinted 1917, 1921, 1929.

<sup>18</sup> *Canadian Book of Printing: How Printing Came to Canada and the Story of the Graphic Arts, Told Mainly in Pictures* (Toronto: Toronto Public Libraries and the 500th Anniversary Committee Commemorating the Invention of the Art of Printing from Movable Types, 1940). \$1.00.

<sup>19</sup> *Five Hundred Years of Printing, 1440-1940* (Johannesburg: South African Library Association, 1940). (Reprint No. 10 from *South African Libraries*, VII [October, 1940], 41-83.)

the results will scarcely pay for the labor. Most of the local exhibitions contained only well-known collectors' items, and most of the lectures were merely paraphrases of the texts sent out by the central committee. There were, of course, certain exceptions. The sixty-four incunabula borrowed from collectors and exhibited by the Free Library of Philadelphia were so remarkable and so carefully selected for their historical significance that the annotated catalog<sup>20</sup> is a document of permanent value. Likewise outstanding among the catalogs we have seen is the one<sup>21</sup> issued by the Library of Congress for its exhibition of early Mexican books. In a similar fashion Mr. McMurtrie's little tract, *Some Facts Concerning the Invention of Printing*,<sup>22</sup> stands out among the pamphlets that have been received by this journal.

But a librarian is chiefly interested in the books about the origin of printing that are addressed to the general public. These are few in number and as a group distressingly incompetent. In general they show the same shift of emphasis that we have already noted in the new edition of Aldis. Those who now concern themselves with the typographical past seem to be aesthetes rather than scholars. The change would be welcome if it really meant that artistic taste had now been added to our earlier zeal for historical understanding. But this is not what is happening. In our books about books, art criticism is replacing history, not supplementing it.

There are two kinds of writers upon whom we must depend for our literature concerning the bibliographical past—professionals and amateurs. The former are usually teachers and graduate students in our universities or library schools, the latter talented librarians, collectors, and printers who are self-educated in this matter. But today most of the writers in both classes seem to be aesthetes interested only in

graphic art, or antiquarians who devote themselves to rare and curious volumes. This tendency shows itself strongly in the ten books which constitute the meager literary achievement of the 1940 celebration. Of these, four were written by professional and six by amateur historians. Moreover, only four of the books can by any extension of the term be called "historical treatises"; three of them are translations, two are bibliographies, and one is a set of facsimile plates. On the basis of these figures one must conclude that typographical scholarship in America is not very original or productive.

The most comprehensive of the treatises is Mr. Winship's *Printing in the Fifteenth Century*,<sup>23</sup> which should be used in combination with his *Gutenberg to Plantin*,<sup>24</sup> issued sixteen years ago. This new volume is a survey of the whole incunabula period and shows a fine sense of historical and cultural values. Many factual details are here given that have not previously been available in English, and the illustrations are carefully chosen. With so much ground to cover, the author can give only forty-five pages to his discussion of the invention, but these contain a lucid exposition of the orthodox Gutenbergian position. In contrast to Mr. Winship's work, Mr. Butler's *Origin of Printing in Europe*<sup>25</sup> is highly heretical. His principal theses are that the invention was a slow cumulative process which cannot be attributed to any single man, and that Gutenberg's only contribution was probably a technique for printing the colored initials in the *Mainz Psalter* of 1457. But since the book has already been reviewed in this journal (XI [1941], 222-26) further comment here would be unnecessary as well as unseemly. Mr. Goudy's *Typologia*<sup>26</sup> is a book of great beauty and a notable addition to the aesthetic literature of printing. Its brief historical comments,

<sup>20</sup> Elizabeth Mongan and Edwin Wolf 2nd (comps.), *The First Printers and Their Books: A Catalogue of an Exhibition Commemorating the Five Hundredth Anniversary of the Invention of Printing* (Philadelphia: Free Library of Philadelphia, 1940).

<sup>21</sup> *Colonial Printing in Mexico: Catalog of an Exhibition Held at the Library of Congress in 1939 Commemorating the Four Hundredth Anniversary of Printing in the New World* (Washington: U.S. Government Printing Office, 1939).

<sup>22</sup> Douglas C. McMurtrie, *Some Facts Concerning the Invention of Printing* (Chicago: Chicago Club of Printing House Craftsmen, 1939).

<sup>23</sup> George Parker Winship, *Printing in the Fifteenth Century* (Philadelphia: University of Pennsylvania Press, 1940). \$2.00.

<sup>24</sup> *Gutenberg to Plantin: An Outline of the Early History of Printing* (Cambridge: Harvard University Press, 1926).

<sup>25</sup> Pierce Butler, *The Origin of Printing in Europe* (Chicago: University of Chicago Press, 1940).

<sup>26</sup> Frederic W. Goudy, *Typologia: Studies in Type Design & Type Making with Comments on the Invention of Typography . . .* (Berkeley and Los Angeles: University of California Press, 1940). \$3.00.

however, leave everything to be desired. Mr. Pottinger's *Printers and Printing*<sup>27</sup> is, as the Preface explicitly states, intended to help readers "increase their appreciation of typography and their enjoyment of books as works of art." It will undoubtedly serve this purpose, yet in so doing it will also expose them unnecessarily to much misinformation concerning the typographical past. His lack of documentation is particularly distressing; for example, his reference (p. 59) to "thirty-five pictures" shows that he used Madan's study,<sup>28</sup> but he makes no reference to it in his bibliography.

Of the three translations, the most welcome to American librarians will be Mr. McMurtrie's *Gutenberg Documents*.<sup>29</sup> This is a competent, if at times a painfully literal, translation of all the texts relating to Gutenberg published by Schorbach in the Mainz *Festschriften*<sup>30</sup> of 1900 and 1925 and in the *Gutenberg Jahrbuch*.<sup>31</sup> Such a translation has long been needed, for even those Americans who can read modern German and classical Latin find the original fifteenth-century Strassburg and Mainz dialects and law Latin exceedingly difficult. Mr. McMurtrie has also summarized in his own words the comments of Schorbach and at many points has greatly improved them. Mr. Fuhrmann's *Gutenberg and the Strasbourg Documents of 1439*<sup>32</sup> is a whole volume devoted to what is the eleventh document in Mr. McMurtrie's series, but in several other respects it is even more a work of supererogation. To the original text and a literal Eng-

lish version Mr. Fuhrmann adds De Laborde's French translation and one of his own in modern German. But it is in his notes—a separate set for each of the four versions—that his exhaustive scholarship becomes most exhausting and exasperating to the reader. On the other hand, his preliminary discussion (pp. 7-144) makes the book indispensable for even a modest collection on typographical history. Yet even here there are blemishes: the author's English is often uncertain, there are occasional erroneous implications of fact, and frequently there is an exhibition of controversial bitterness. Moreover, it talks down rather than argues the question of Wencker's reliability and it passes over in silence the whole paleographical problem (cf. the last line of his own facsimile No. 10). The third translation, Mr. Lydenberg's English version of Blum's *Origins of Printing and Engraving*,<sup>33</sup> supplements his translation of the same author's *Origin of Paper*<sup>34</sup> published in 1934. He would be a captious critic indeed who could find any serious fault with this volume. Its English is an accurate and readable rendering of the original, and the text supplies what has too long been lacking in our literature—an adequate representation of contemporary French scholarship in the field of bibliographical history.

Two bibliographies of printing have appeared during the centennial period. The first is Mr. Lehmann-Haupt's *Seventy Books about Bookmaking*.<sup>35</sup> Although it is not explicitly connected with the celebration, it is so typical of the trends of contemporary typographical scholarship that it should be noticed here. The volume is clearly directed to the aesthete and the collector rather than to the scholar. The other bibliography, however, is of a different nature. This is *The Invention of Printing: A Bibliography*,<sup>36</sup> prepared as a W.P.A. project under the

<sup>27</sup> David Pottinger, *Printers and Printing* (Cambridge: Harvard University Press, 1941).

<sup>28</sup> Falconer Madan, "Early Representations of the Printing Press," in *Bibliographica* (3 vols.; London: Kegan Paul, Trench, Trübner & Co., 1895-97), I, 223-48.

<sup>29</sup> Douglas C. McMurtrie, *The Gutenberg Documents* (New York: Oxford University Press, 1941). \$5.00.

<sup>30</sup> Karl Schorbach, "Die urkundlichen Nachrichten über Johann Gutenberg," in *Festschrift zum fünfshundertjährigen Geburtstage von Johann Gutenberg*, ed. Otto Hartwig (Mainz, 1900), pp. 133-256; and "Neue strassburger Gutenbergfunde," Parts I and II, *Gutenberg Festschrift*, ed. A. Ruppel (Mainz, 1925), pp. 130-43.

<sup>31</sup> "Neue strassburger Gutenbergfunde," Part III, *Gutenberg Jahrbuch* 1926, ed. A. Ruppel (Mainz, 1926), pp. 14-31.

<sup>32</sup> Otto W. Fuhrmann, *Gutenberg and the Strasbourg Documents of 1439* (New York: The Woolly Whale, 1940).

<sup>33</sup> André Blum, *The Origins of Printing and Engraving*, trans. from the French by Harry Miller Lydenberg (New York: Charles Scribner's Sons, 1940). \$3.00.

<sup>34</sup> André Blum, *On the Origin of Paper*, trans. from the French by Harry Miller Lydenberg (New York: R. R. Bowker, 1934).

<sup>35</sup> Hellmut Lehmann-Haupt, *Seventy Books about Bookmaking: A Guide to the Study and Appreciation of Printing* (New York: Columbia University Press, 1941). \$1.00.

<sup>36</sup> Douglas C. McMurtrie (ed.), *The Invention of Printing: A Bibliography* (Chicago Public Library Omnibus Project, O.P. No. 65-1-54-273 [3] [Chicago: Chicago Club of Printing House Craftsmen, 1942]).

direction and editorship of Mr. McMurtrie. Neither this nor any other W.P.A. bibliography we have seen should be criticized except with reference to the conditions under which it was produced. Apparently, in all of them relief of the unemployed, not scholarship, was the dominant motive of the undertaking. Those subjects were preferred which would occupy as many people as possible and on which work could be begun immediately. In general, though with many striking exceptions, the persons employed were below rather than above average efficiency. The actual personnel was constantly changing. In the main, all technical direction had to be begged from benevolent experts, who often gave time that they could ill spare from their regular duties. And the publication itself frequently represents editorial work done in almost frantic haste by a diminished staff on the eve of its final dissolution. This bibliography seems in all respects to be one of the best W.P.A. publications that we have examined. Any typographical scholar will be glad to have a copy, though he will probably doubt whether its utility value is commensurate with the magnitude of the labor. It enumerates no less than 3,228 books, pamphlets, and papers which discuss the invention of printing, but most of these are too trivial to merit inclusion in the secondary literature of the subject. Certainly for even a specialized typographical collection to try to acquire all of them would be extreme folly. The exhaustiveness and accuracy of the work are matters that can be determined only by an extensive use of the volume. But a superficial examination discloses very few omissions or errors except in one particular, the location of copies. Unless the present writer's memory has completely deteriorated, the Wing Foundation (ICN) has been credited with only a part of its actual holdings. But our chief criticism of this bibliography is

the fact that Mr. McMurtrie has given to it time and attention that he owed to his own treatise on Gutenberg and the invention, which had been announced as forthcoming. Even those who reject the Gutenberg tradition would have welcomed a work by one so talented, so studious, and so strait-laced (historically speaking) as Mr. McMurtrie. But apparently there is now little hope of its publication.

The volume<sup>27</sup> of facsimile leaves from the forty-two-line Bible, issued by the H. W. Wilson Company, is a marvelous example of low-cost publication. But any appearance of more reproductions from this Bible is a scholarly redundancy, and Mr. Fuhrmann's Introduction is a mere repetition of what has previously been said by many other authors.

This survey of the publications inspired by the fifth centennial of Gutenberg seems to indicate that they were few in number and, as a group, disappointing. But this display of our shortcomings will serve a good purpose if it draws the attention of librarians to their professional neglect of historical studies. The librarian, if anyone, is responsible for the attitude of our civilization toward its typographical past. To understand that past, the studious public must be supplied with a literature which describes and explains the technical, biographical, historical, and cultural antecedents of the printed book as well as its aesthetic and antiquarian aspects.

PIERCE BUTLER

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

<sup>27</sup> *Pages from the Gutenberg Bible of 42 Lines: 25 Facsimiles from the Copy in the General Theological Seminary, New York*, with Introduction and Notes by Otto W. Fuhrmann (New York: H. W. Wilson Co., 1940). \$3.50.

## REVIEWS

*Fortress of Freedom: The Story of the Library of Congress.* By LUCY SALAMANCA. Philadelphia: J. B. Lippincott Co., 1942. Pp. 445. \$4.00.

This is an annoying, provoking, and fascinating book. It should be read by librarians who want to get a perspective of the Library of Congress as it is today and as it has been integrating itself into the national library picture during the last hundred and fifty years. Frankly, we found little in the first half of the book that had not already been told in W. Dawson Johnston's *History of the Library of Congress*, of which he left the first volume (1800-64) hanging in midair thirty-eight years ago. But Johnston's book is not exactly light reading for the modern librarian, and Miss Salamanca evidently wanted to paint her own picture in entirety rather than to complete the unfinished canvas of another.

One annoying feature of the book is the manner in which the author skims over significant stories in library history without documenting them. Over and over this reviewer wanted the author's source for a particular yarn and found himself digging back into Johnston's old book to see whether it could be documented. But, had the author done this footnoting, she probably never would have completed her book, and that would have been a more serious sin of omission. Other aspects of the book which irked the reviewer were the extensive "paper-hanging" of public utterances and the long asides into the narrative history of the United States which the author apparently thought necessary to give her story its proper historical setting. Regretfully, the reviewer came to the conclusion that the author was right in this apparent waste of space—the recent *New York Times* survey, which shows that more than 80 per cent of our schools and colleges do not require the study of American history, justifies Miss Salamanca in assuming that a large proportion of her readers are too ill read and ill informed to know what else was going on in the United States at particular points in her narrative. One further regret—that such a rapid survey of history inevitably leads an author into repeating inaccuracies of interpretation: Andrew Hamilton was not in-

veighing against "royal authority" in the Zenger case, nor was a "stubborn king" really responsible for the Stamp Act. Webster's opponent was "Hayne," not "Haynes." Moreover, it is not quite fair to our ancestors to say that the legislators of the first decade of the nineteenth century "were without academic training in politics." To say that Thornton's is the "only contemporary account" of the British invasion of Washington in 1814 is unfortunate. The analogy of the transfer of the royal library of George IV to the British Museum may be appropriate, but that slightly scandalous conveyance can scarcely be called a "gift" on the part of the royal gambler. In detailing the lost opportunities of the Library of Congress, Miss Salamanca should not be too concerned about the failure of the Library to have acquired the David Hartley Papers relating to the treaty of 1783-84, since they are now in an American public library which has a better reputation for being able to resist fire than has the Library of Congress. And it might be added that Colonel Martin, in one of his reports as chief of maps at the Library of Congress, has demonstrated the fact that the map which accompanied that collection was derived from Jefferson and was under no circumstances "Benjamin Franklin's original sketch map of the United States." Students of Christopher Columbus would like to know a lot more about that alleged "original likeness" of the great discoverer mentioned on page 171. If the Library of Congress ever had any such thing, the fact seems to have eluded the other historians. The author begins in her first sentence in her book by confusing "Confederacy" and "Confederation." The "rarest of American books" is certainly *not* the Eliot Indian Bible; we have heard distinguished antiquarian booksellers call it a "common book."

When we say that this book is "provoking," we hope it will provoke librarians to think. Librarians who feel themselves ill used or not appreciated ought to read the stories of the careers of Watterston, Meehan, and Spofford—and from their own political experience in dealing with trustees, ought to realize that they lie in beds of roses compared with the thorny

couches of these great librarians of Congress. The Library of Congress has grown through the self-sacrificing effort of overworked patriots who have not taken "No" for an answer and who, fortunately for this country, have had hides like the rhinoceros. The library profession today leans heavily, appallingly so, toward the distaff side. If the ladies complain, as they do, that they are not given an equal footing with men and that "untrained men" are given the top jobs as against women with years of technical training and library experience, they should read Miss Salamanca's book. The building of a library is a rough-and-tumble game, whether it involves developing a national library or arguing with the local trustees in Sauk Center.

"Where there is no vision, the people perish" is an old, old saying. What Miss Salamanca has demonstrated is that from the very beginning there has been vision, great vision, in the building of the Library of Congress. This leads us to the excellent bit of reporting which constitutes the last three chapters of this book: the *cause célèbre* of Archibald MacLeish. Whatever reputation the American Library Association gained by successfully backing Herbert Putnam in 1901, it lost when it opposed Archibald MacLeish in 1939. "The affair MacLeish" was followed by librarians all over the country, with mingled feelings. Ruefully they watched their organized representatives make public spectacles of themselves. Regretfully they realized that "library science" does not lead to head positions in libraries. (The example of the Library of Congress in "going outside the profession" has been speedily followed by Yale, Princeton, Pennsylvania, Michigan, the Newberry, and the Peabody.) If librarians want to know why the organized library profession is often disregarded, often deliberately shunned by trustees looking for a librarian, they would do well to read chapters xvi and xvii of Miss Salamanca's book.

We call this volume fascinating because the author links the historic continuity of the Library of Congress with the fate of democracy, and, since that happens to coincide with our own views, we like it. But whether the book will have as great interest for others depends on the degree of receptivity which experience has cultivated in the reader. We often hear the despairing cry of teachers of librarianship—"Why cannot we get a higher grade of library students?" One of our colleagues recently rudely answered, "Because most of the people who apply for training in library schools do not have the per-

sonality to become even schoolteachers." Yet one thing that keeps coming to the front in Miss Salamanca's book is the importance of personality, and of personalities. Congressmen as well as librarians, penniless scholars as well as wealthy, devoted benefactors of the Library of Congress, are given equal prominence in Miss Salamanca's pages. In one sense, this book is a series of thumbnail sketches of persons who rather obviously possess personality, or have cultivated it—from George Watterston to Luther Evans.

Librarians who are "collecting MacLeish" (and they could do worse) will want to know that the Foreword of the volume is written by the present librarian of Congress in his characteristically precise but lofty style. Librarians who want promotions and wonder why they do not get them should read Senator Barkley's remarks on pages 378-79 as to why he voted for MacLeish, and Representative Plumley's recantation of his opposition on page 418. Though this volume becomes almost eulogistically MacLeishian toward the end, yet the author skilfully makes the whole a climax to an equally appreciative analysis of his distinguished predecessors.

RANDOLPH G. ADAMS

William L. Clements Library  
University of Michigan

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*Guide to the Manuscript Collections in the William L. Clements Library.* Compiled by HOWARD H. PECKHAM. Ann Arbor: University of Michigan Press, 1942. Pp. xvi + 403. \$5.00.

This is one of the most satisfactory books I have had the pleasure of reviewing. Mr. Peckham has thought of everything that one could expect to find in a volume of this kind and has done to perfection what he thought should be done. I went through the book with a fine-toothed comb in an effort to find a few errors to mention in this review, but was totally defeated.

It is too late, in reviewing this book for a professional library journal, to outline in detail the treasures in the Clements Library described in the *Guide*; librarians have known about and envied most of the high spots of the Clements collections for many years—the Sir Henry Clinton, Croker, Gage, George III, Germain, Nathanael Greene, and Shelburne papers have long been names to conjure with. But there are

a number of the collections, large in size as indicated by the *Guide* and possibly of commensurate importance, which are, I think, less widely known—notably the papers of Senator Alger of Michigan; the Loammi Baldwins, father and son; James G. Birney, the Free Soil candidate; the Bradford Club; Governor George Clinton, father of Sir Henry; General Harmer; Senator Lyon of Michigan; the Melvilles (Dundas), father and son; Sydney; and Theodore Weld, the abolitionist.

The following statement in Mr. Peckham's Preface succinctly tells the plan of the book:

This work is neither a catalogue nor a subject index nor a calendar. Rather, it is an endeavor to answer five of the questions most frequently asked by visitors and correspondents: "What manuscripts do you possess?" "What period of time and what events does a particular collection cover?" "How large is the collection?" "What writers are represented in such and such collection?" "Have you any letters by So-and-So?" Collections are entered alphabetically by their name, which is usually the name of the person whose papers they are or who collected them; or by the name of the subject (usually place names) with which the papers are concerned. A brief sketch of the person is included to indicate his activities and hence to suggest the scope of his correspondence. Anonymous works of book length are entered by subject. Appendix A shows the integration of the collections and provides a rough subject arrangement. Attempt was made to indicate the provenance of each collection, if it could be traced. The publication of groups of letters, or of separate pieces, such as journals and essays, from our collection has been noted with a reference to the printed work.

It should be added that the *Guide* includes an extremely valuable index of the name of every writer of a letter or author of a document in the collections, giving the collection number of each collection in which such letter or document appears.

Mr. Randolph Adams, the director of the William L. Clements Library, has a felicitous Foreword in which he gives a brief history of the formation of the collections, the administration of the library, and rules for its use.

BERNHARD KNOLLENBERG

*Yale University Library*

*Universal Author Repertoire of Italian Essay Literature.* By JOSEPH G. FUCILLA. New York: S. F. Vanni, 1941. Pp. 534.

Four years ago, in his review of Professor Prezzolini's *Repertorio bibliografico*,<sup>1</sup> Professor Fucilla promised to publish a "General Index of Italian Essay Literature," could a publisher for such a work be found. Fortunately a publisher was found, and it is now possible for students and scholars of Italian literature to place on their shelves, alongside the Prezzolini bibliography<sup>2</sup> and Professor Robert Hall's *Bibliography of Italian Linguistics*,<sup>3</sup> this third invaluable Italian bibliographical work of a general nature to appear within the last five years. This is the first attempt to compile a systematic catalog of the contents of the miscellaneous Italian essay volume, and no American scholar is better fitted than the author of the present work to overcome singlehanded the many difficulties involved in such an undertaking, which required the patient, discerning consultation of numerous catalogs and bibliographies, as well as research over a long period of time in libraries and secondhand bookshops in Europe and America.

The aim of the present volume is to make readily available the critical and biographical references which might remain buried in essay volumes. Homage volumes and volumes of essays devoted to one author have been excluded as being too easily accessible to warrant inclusion. Exclusive of such works, though including reviews of dramatic performances, the list totals 1,697 essay volumes recruited from the works of Italians published in Italy from 1821 to 1938. The first section, entitled "Miscellaneous Essay Volumes," contains in alphabetical order the authors of the essays, each volume having a separate reference number. The abundant, well-known production of Croce, Barbiera, Carducci, De Sanctis, and Borgese is supplemented with many entries of single volumes by obscure writers. Professor Fucilla has made no attempt to appraise the value of the

<sup>1</sup> *Italica*, XV (1938), 9-12.

<sup>2</sup> *Repertorio bibliografico della storia e della critica della letteratura italiana dal 1902 al 1932 preparato nella Casa Italiana della Columbia University sotto la direzione di Giuseppe Prezzolini* (2 vols.; Roma: Edizioni Roma, 1937-39).

<sup>3</sup> Baltimore: Linguistic Society of America, 1941.

essays or to select authors according to their importance, leaving this to the discretion of the scholar. The mere problem of selection must often have been difficult, and there will doubtless be some disagreement with the author on this score.

The second part, the "Author Index," records more than 3,500 names of writers and some 18,000 titles referring to them. The names range from Sophocles to Virginia Woolf and Hemingway, and for almost any field of knowledge some representative can be found. It is not likely that a student of any literature or any subject will find the book without value to him. The wealth of material is great. For instance, upward of a hundred classical writers are listed, the best-represented in this miscellaneous essay literature being Vergil with 109 titles, Horace with 70, and Cicero, Homer, Plato, and Plautus with from 30 to 40 each. French, English, German, Russian, and Spanish authors abound, the essay-writers having concerned themselves most with Shakespeare (133 titles), Goethe (109), Tolstoy (79), Zola (63), and Cervantes (33). Of the Americans included, Poe (23) and Emerson (10) have received the most attention. The most popular representatives of other literatures are Ibsen (43), Molnar (16), Camoens (10), Mickiewicz (5), Moldovanu (2), Asch (1), and Ciuang-Tse (1). Among Italian authors Dante is far in the lead with 470 entries, Manzoni comes second with 326, Leopardi, Carducci, D'Annunzio, and Petrarca all have more than 200 to their credit, while Tasso, Alfieri, and Ariosto have over 100 titles each. This must suffice to indicate, though inadequately, the richness of the bibliographic material in range and quantity.

The general appearance of the volume is excellent, and its format and typography render consultation extremely rapid and easy. Unfortunately, there are some misprints, especially in the French references; but few are serious enough to cause any confusion. The most noticeable, of course, are those occurring among the names serving as captions in the "Author Index," such as: Aphthonius, Bernardin de Sain Pierre, Caillevet, Du Deffand de la Land, Lau-trèamont, Lesuerur, Meliodus, Settmbrini, and a few others. Regrettable typographical juggling seems to have occurred in some other places. Henry Fursy is referred to as "Pursy" in the only essay recorded under his name; Bersezio's

*Monssù Travel* appears as *Manssù Travel* and Rilke's *Stundenbuch* as *Studenbuch*; and under Aphthonius is a curious word, "HpymnΔεmata," perhaps a corruption of "Progymnasmata." The name of the French dramatist Delorde appears as Deloide in the references under Bernstein, Foley, and Hervieu; and the term "franco-voliare," referring to the letters of Faramon and Meliadus, is a misprint for "franco-volgari." But such slips in no way impair the usefulness of the volume.

Without the essays at hand to consult, it is impossible to be absolutely sure of one's ground, but it hardly seems possible that the first three references to Mirabeau (p. 372) should be to Victor de Riquetti, marquis de Mirabeau, as stated. Judging from the subject matter of the essays, they must refer to Gabriel-Honoré Riquetti, comte de Mirabeau, the lover of Sophie de Monnier. The reference "Mimiaborus, Matio" should read "Mimiaborus" or, better still, "Matus, Gn.," under which name this writer of mimiambi is usually referred to. The second essay under this name would seem to belong not here but under the name Mimermus, which has been omitted from the "Author Index." Other omissions which seem due to oversight, but which, of course, may have been made intentionally, are the names of Charles Didier (see Porcelli, p. 352), Delorde (see Hervieu, p. 302), Lomonaco (see Natali, p. 378), Charles de Mazade (see Porcelli, p. 388), Mariotti (see Poggi, p. 372), and E. Luigi (see Perona, p. 412).

That a bibliography of this kind cannot possibly be complete in its first edition, however much completeness be striven for, as in this case, is recognized by the author, who promises to add a supplement to the present volume to include omissions and bring the bibliographical material up to date. The work is already remarkably complete, however, and with the promised supplement in hand, the scholar will have the satisfaction of being practically certain of having at his disposal all author references in the field of the miscellaneous Italian essay since 1821. A work of this kind encourages and advances research enormously, lightening the drudgery and creating interest as it opens new literary prospects. Much gratitude is due Professor Fucilla for his foresight in planning this volume and his patience in gathering together the numerous items, and it is certainly not out of place here

to join him in thanking Northwestern University and the Northwestern University Alumni Foundation for their assistance in making his work available to the public.

HILDA L. NORMAN

University of Chicago

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*An Indexed Bibliography of the Writings of William Foxwell Albright.* Prepared by HARRY M. ORLINSKY. New Haven: American Schools of Oriental Research, 1941. \$1.00 (litho-printed).

It is rarely indeed that a scholar is presented by his former students with a list of his writings as early as his fiftieth birthday. It is still more rare when a total of nearly five hundred books, articles, notes, reviews, and abstracts can be listed. They deal with every phase of Near Eastern study. Now and then they venture beyond the normal limits of Near Eastern geography. Often they have been published in out-of-the-way corners which the student of the Near East does not regularly consult. There is accordingly reason for the elaborate index, which often quotes literally a sentence or two to indicate the point of view. That frequently the point of view is not our own, that it is often abandoned for one we find less acceptable, only makes this index more useful. Professor Albright, we may hope, will yet increase the list and demand a new and doubled edition.

A. T. OLMSTEAD

Oriental Institute  
University of Chicago

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*Philadelphia Libraries: A Survey of Facilities, Needs and Opportunities: A Report to the Carnegie Corporation of New York.* By the BIBLIOGRAPHICAL PLANNING COMMITTEE OF PHILADELPHIA. Philadelphia: University of Pennsylvania Press, 1942. Pp. 95. \$3.50.

Although it is probably too early to arrive at a definitive evaluation of the union-catalog movement in America during the third decade of the twentieth century, the appearance of this volume, marking, as it does, the end of an experimental period of library co-operation in Philadelphia, provides a convenient take-off for an interim consideration of the development of library co-operation. The survey deals specifi-

cally with only one American city, but the principles on which it is based are universal in application and may be used with equal relevance in studying the library situation in other American research centers.

The achievements of the few years since the Union Library Catalogue was started in 1936 are wonderful to contemplate, even while they demonstrate the relative underdevelopment of library co-operation in America. In less than two years there was created a catalog containing 3,000,000 cards locating 5,000,000 volumes in 150 libraries. The union catalog was used for the location of titles in Philadelphia almost as soon as filing began, and the volume of local requests has grown steadily to its present total of 40,000 items a year.

Virtually all libraries in the Philadelphia Metropolitan Area consented to and assisted in the copying of their card catalogs, thus accepting, by implication at least, the principle that their books, whether publicly or privately owned, were the common property of the entire community. That implication, which must not, of course, be interpreted too broadly, has been well expressed by the Bibliographical Planning Committee:

This public obligation need not necessarily take the form of the extension of library privileges to the general public. Even in public libraries the use of rare and valuable books may properly be restricted to those competent to handle such books, just as we properly restrain the public from handling *objets d'art* in our public museums. But restriction of use based merely and solely upon private property rights is to be condemned in any library with any claim to consideration as a public service institution.

The committee very reasonably carries this thought from the realm of books already held by the co-operating libraries to the field of book selection when it suggests that it is desirable to establish

a common fund for the purchase of important books beyond the means of the library which would normally purchase them. Where they are placed after they are purchased ought to be a matter of secondary importance, provided they are generally accessible. In any co-operative enterprise individual libraries will have to abandon some of their pride of property.

The discordant note in this rather rosy conception of what library co-operation ought to be is sounded by that very phrase, "ought to be." The committee, after a careful study of the literature and practice of library co-operation in

Europe and America, is forced to the conclusion that reference to library co-operation in the United States must still largely be made in the future tense. Co-operation on a national scale, once one excepts the work of the Library of Congress, is for the most part nonexistent. Local efforts have been important and fruitful, but only when compared with worse previous conditions. When these efforts are measured against even a modest standard of achievement in the development of book resources possible through full library co-operation, the showing is poor indeed.

The present survey of the situation in Philadelphia points up most of the kinds of limitations that restrict the progress of library co-operation the country over. The strong sense of property in individuals and in libraries has already been mentioned. It is stronger than one thinks. It has its influence on public and private institutions alike; its influence on the former is manifested through legalistic phraseology prohibiting or restricting the disposal of public property and on the latter through boards of trustees, most of the members of which are traditional property holders. The circle will be difficult to break, but any real advance in library specialization and co-operation must await its breaking.

Fundamental to a full program of library co-operation is a basic policy and plan for library specialization. Such a policy should be worked out and begun at once within each region or locality for most subjects and within the nation for highly specialized subjects. The production of library materials is becoming much too large to permit more than one library in an area to acquire the same book when many books of no less importance are not acquired at all. Present attempts at specialization have been at best sporadic and halfhearted. Libraries have agreed not to purchase books in another's field "unless we need the book," and few libraries have been willing to accept the responsibility for buying everything within a designated field of knowledge. Such is the situation in Philadelphia; it is not less so in other American localities.

Beginning a program of specialization at this time, admirable though such an effort would be, could be effective only if it were accompanied by a corollary program of library consolidation and transfer of book collections. Libraries working in the same fields should consolidate in the interest of greater and more easily available library resources. Libraries primarily interested

in one field should be willing to send to other libraries their special collections in other fields. Only through such mutual concentration in their special fields can available physical and financial resources of all libraries begin to cope with the flood of library materials that it is their responsibility to control and to make available to the scholar of today and of a decade or a century hence.

Many other aspects of library co-operation are carefully examined and evaluated in the survey, in general terms at first, then with particular relation to the Philadelphia area. The judgments of the committee have in most cases been fair, and the survey as a whole may be accepted as a reasonably reliable pattern for the conducting of other surveys in other communities. In fact, only two instances of bad judgment were noted by this reviewer. One of these is the statement that the ten miles which separate Bryn Mawr College from Philadelphia necessitate the development of an independent research center at Bryn Mawr.

The other is of considerably more importance and constitutes a real though intangible barrier to full library co-operation among American libraries. This is the feeling among college and university faculties that their librarians are somehow not qualified to execute a program of library co-operation—that, to use specific terms, they are not scholars. That the Bibliographical Planning Committee should be guilty of riding this particular hobby is probably caused by an overlapping of personnel between it and the faculty survey of the University of Pennsylvania libraries to which reference is made. To their statement that "no librarian, however well informed, is competent to survey collections in different fields of knowledge as well as the experts in those fields" the librarian can well reply that no expert, however competent in his particular field, is qualified to survey the entire resources of a library or a group of libraries. Little quarrel is possible with the individual sections in the faculty survey referred to, but the lack of co-ordination among the several sections leaves the reader with scant idea of the over-all effectiveness of the University of Pennsylvania libraries.

Even though in Philadelphia the union catalog and the embryo bibliographical center which has sprung therefrom were instigated by non-librarians, it is, in general, true that librarians are more willing and eager to engage in library co-operation than the faculties they represent.

And even in Philadelphia the hard administrative—and, I insist, scholarly—work of setting up the union catalog and the bibliographical center was turned over to librarians to execute. Without Mr. Vanderbilt, Mr. Berthold, and, more recently, Mr. Hirsch, the Philadelphia Union Library Catalogue and Bibliographic Center would not be what it is today. The faculty survey would not have been possible without the assistance of the library staff of the University of Pennsylvania and tools and techniques they and other librarians have developed. Library co-operation has a long way to go in America; that way will be shortened by half on the day that historians, college faculties, and other scholars accept their librarians as colleagues.

LEROY CHARLES MERRITT

State Teachers College  
Farmville, Virginia

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*A Survey of Research Materials in Virginia Libraries, 1936-37.* Compiled by HARRY CLEMONS. ("University of Virginia Bibliographical Series," No. 1.) Charlottesville, Va.: Alderman Library, 1941. Pp. 100.

According to a prefatory note, *A Survey of Research Materials in Virginia Libraries, 1936-37* "is a printing of the mimeographed edition which was issued in 1938. The only changes are minor revisions, the very few modifications in statements of facts being indicated by footnotes." This at once suggests that libraries possessing the mimeographed edition might not need to purchase the printed one, unless they wish the material in this more permanent and compact form.

The *Survey* . . . was undertaken as the Virginia section of the project which resulted in Downs's *Resources of Southern Libraries*. It might accordingly be supposed that the information in the *Survey* . . . would simply be a duplication of that in the *Resources* . . . , and, though this is inevitably largely the case, it is not exclusively so, and the two works must be considered as supplements to each other. For example, Downs's volume says of the *Enciclopedia Italiana* that it is found in fourteen of the southern institutions, whereas the work under review lists four specific Virginia libraries where it may be found; the *Harleian Miscellany*

receives no specific Virginia location in Downs, whereas three are given in Clemons; Downs notes only one Virginia location for the *Publications of the Camden Society* and Clemons again gives three; the *Resources* . . . offers no Virginia holdings of Lorenz, the *Survey* . . . cites two. Many other examples might be given. They illustrate the fact, which is to be expected, that Downs's work, covering a whole large region, is of necessity and by design more of a sampling, while Clemons', covering a single state, is rather more intensive. On the other hand, the reverse is occasionally true; for example, bibliographical journals, although receiving some attention in the *Resources* . . . , which notes Virginia locations for some titles, are entirely omitted from the *Survey* . . . .

In general, the arrangement of the material in the *Survey* . . . follows that in the *Resources* . . . —which has been cited here both because of the naturally close relationship between the two works and because it is so generally well known—but the subject classes in Clemons' compilation are occasionally broken down into finer divisions. The work is divided into two parts: Part I, "General Classes," includes reference materials, bibliography, dissertations, newspapers, directories, etc.; Part II "Special Subjects," includes humanities, social sciences, science, etc., these being in turn subdivided. The humanities section, for illustration, includes general humanities, language and literature, fine arts, and philosophy and religion. Many of these subdivisions are further subdivided, the subdivision on language and literature having specific sections on classical, American, English, Germanic, French, Italian, Spanish, and "other" languages and literatures.

Although the research materials in the southern area, including Virginia, are scarcely to be compared with those of, for example, New England or the Middle Atlantic states, most large reference and research libraries, and particularly, of course, those at not too great a distance from Virginia, will probably find the *Survey* . . . a useful addition to their reference collections.

To the reviewer, who has found almost indispensable the excellent author, title, subject, and topic index in Downs, the Index in the *Survey* . . . , which is chiefly of institutions and rather broad subjects, seems inadequate; the omission of all authors and titles strikes one as being particularly unfortunate in a compilation of this kind in which a given work may easily be

included in the text under any one of several subjects.

J. PERIAM DANTON

Temple University  
Philadelphia

*Sea Power in the Pacific, 1936-1941: A Selected Bibliography of Books, Periodical Articles, and Maps from the End of the London Naval Conference to the Beginning of the War in the Pacific.* By WERNER B. ELLINGER and HERBERT ROSINSKI. Princeton: Princeton University Press, 1942. Pp. xiv+80. \$1.00.

Those who consult this indispensable bibliography will do well to read first the Introduction by Professor Edward Mead Earle and the Preface by Mr. Ellinger. In the latter is made clear the scope of the work and the reason for its preparation:

The London Naval Conference of 1935-1936 and the denunciation by Japan of the Washington naval treaties of 1922 marked a turning point in the history of sea power in the Pacific. The balance of naval power, maintained for fourteen years, once more was upset, and Japan's plans for territorial expansion, together with her refusal in 1938 further to reveal her naval building program to other powers, contributed to the revival of a naval competition which had been restrained theretofore by international agreement. . . . [Naval competition] brought about not only increased discussion of military-technical aspects of the problem of sea power, but also a controversy . . . in which one school of thought advocated a more aggressive, the other a more defensive position.

The present bibliography, which was begun under the auspices of the School of Economics and Politics at the Institute for Advanced Study in Princeton, attempts to offer not only a cross-section of this discussion, but also a representative picture of the international literature of the problem of sea power in the Pacific. Writings in non-European languages were not included except when available in translation.

The dates included in the title are approximate rather than absolute. It is to be noted, moreover, that, in the main, materials purely political or historical in their viewpoints are not included. Those listed are chiefly factual in nature and relate to the strategy of the present war. The descriptive annotations which accompany many of the six hundred entries are of great value. The entries themselves are divided under three headings, viz., "Naval Ratios and Maritime Power," "Naval Geography of the Pacific Ocean," and "Problems of Sea Power

and Naval Strategy in the Pacific Area." A list of more than one hundred periodicals and other serial publications and a three-page author index conclude this excellently printed, paper-bound work.

HARLEY FARNSWORTH MACNAIR

University of Chicago

"Official War Publications: Guide to State, Federal, and Canadian Publications." By JEROME K. WILCOX. Second supplement to *Official Defense Publications*. Berkeley: Bureau of Public Administration, University of California, 1942. Pp. i+212 (mimeographed).

Whatever may be said about our material preparedness, no one can find fault with the abundance and variety of our defense and war-information publications. Our home front is very well provided with reading material—in fact, to such an extent that already three fair-sized bibliographies have been necessary since June, 1940, to give a listing of them. We are also fortunate in having an experienced and indefatigable bibliographer to track down these often rather flimsy publications. Mr. Wilcox does not claim completeness, and no one can very well expect it at this stage, but even so it is doubtful that anything of real value has escaped him. If it is his intention to continue in this work, at least the publications of the home front will not need to be relisted after the war's termination.

The present work, the third of the series, takes up the period from December 8, 1941, to April 15, 1942. Beginning with a fateful date in our history, it indicates the new emphasis in our struggle by changing "Defense" to "War" in the title. "Official War Publications" lists 1,910 publications. Of these, 253 are Canadian, 514 issued by our state agencies, and 1,143 published by various departments and bureaus of our federal government. To get an idea of what this means in actual publication, it is sufficient to indicate that we now issue as many as 12 home-front publications every day, while about a year ago the rate was slightly over 2 publications per day. Without access to the publications listed it is impossible to evaluate them; but their number, at any rate, is certainly impressive. In the Index certain subjects stand out rather prominently. There are no less than 90 publications on labor and labor problems, 70 on rationing of

consumers' goods, 60 on air-raid precautions, and 48 on housing problems. The other subjects and aspects emphasized are: education, food, post-war planning, recreation, salvage campaigns, gardening, vocational training, women in war work, etc. There are only 7 entries for inflation and 3 having to do with enemy aliens. The growing concern with war-information centers and the policies regarding censorship and news account for 14 publications, 4 of which are directly concerned with libraries and their part in morale building. There are also 45 bibliographies of home-front subjects—many of which undoubtedly could have been spared.

While the publishing activities of the home-front agencies are undoubtedly impressive, one cannot escape a growing feeling that many of them must represent a duplication of time and effort. The problem does not seem to lie in the issuing of more and more publications of this type, but rather in the establishment of a well-functioning network of distribution centers of such publications as are already available. We do not know how to go about it, but it would be a real public service if means could be found to compel the issuing agencies to study Mr. Wilcox' bibliographies and to put an end to at least a part of the waste of labor and paper at a time when these commodities could be used with more profit elsewhere.

ARTHUR B. BERTHOLD

*Library of Congress*

"Bibliography of the Official Publications of Louisiana, 1803-1934." Compiled by LUCY B. FOOTE. ("American Imprints Inventory," No. 19.) Baton Rouge: Louisiana State University, 1942. Pp. xiv+579 (mimeographed).

A decade ago a number of Masters' theses were written by students of the University of Illinois Library School in the form of records of the public documents of various states. These bibliographical contributions supplemented the work of Miss Adelaide Hasse on economic material, carried out from 1907 to 1922, which covered a number of states and greatly expanded the sketchy pioneer work on the subject which had been done by Richard Bowker in 1908.

One of these Illinois students, Miss Lucy Foote, presently cataloger of Louisiana State University, using her thesis as a basis, planned the larger work which is the subject of this review. Miss Foote was not satisfied to submit

her study in final form until she had visited in person all state offices concerned and the principal repositories of Louisiana documents throughout the nation. In partial form the work was submitted to various librarians for corrections and additions. Finally, before its appearance in mimeographed form, as it now stands, as one of the publications of the Louisiana Historical Records Survey, this work had been in daily use in typed form in two or three principal Louisiana libraries where it was subjected to closest scrutiny to bring out any possible lacking bits of information.

Because of all this diligence and intelligent criticism, the volume stands as a model of its kind. The bibliography is complete for both territorial and state publications of Louisiana. There is for each governmental unit a brief statement indicating its establishment and functions. All title-page information is given for each volume of acts, and analytic titles are supplied for bound volumes of collected documents, for all such publications as those of the agricultural experiment station and the state board of education, and for the various publications of state higher educational institutions. Holdings of publications listed are shown for thirty-four principal American libraries. The work, logically arranged by subject, complete with index, makes a bulky volume of 579 pages.

This useful manual deserves to be printed by the state whose publications, official and semi-official, have been so painstakingly recorded. The work would be still more valuable if it could be brought down to date to show publications which have appeared since 1934.

ROBERT J. USHER

*Tulane University*

*A Southern Bibliography: Biography, 1929-1941.* Compiled by JANET MARGARET AGNEW. ("Library School Bibliographical Series," No. 4.) University, La.: Louisiana State University Press, 1942. Pp. 173. \$1.25.

The fourth of Miss Agnew's series of bibliographies on southern topics is devoted to biographical material published from 1929 through 1941 and dealing either with southerners or with persons born elsewhere who have made some contribution to southern life. It is intended to serve as a buying list and for ready reference. The writer is not a southern woman, but she has made the field of contemporary writing on the South particularly her own.

The faults which one finds with this bibliography are chiefly due to vagueness in the wording of the title and to the failure of the compiler to make clear the limits of the task which she has set herself. The term "southern," as it has been used in the title, has never been explained. Obviously Miss Agnew has followed the custom of many southerners, or shall we say southeasterners, in using the adjective to designate a group of states which, if one accepts the classification of the regionalists, are accurately termed "southeastern." She has neither stated that she has done so, nor has she said what she means by "biographical material." Hence users may continue to consult this list in the futile hope of finding biographies of Texans or Oklahomans and wonder at the omission and inclusion of specific books.

According to the Preface, "biographical material" has been used in its broadest sense as a basis for selection. Biographical pertains to biography, which Webster defines as the written history of a person's life. What, in its broadest sense, is material pertaining to the history of a person's life? Certainly the material may have critical, political, or social emphasis; it may even be fragmentary in nature. It is, however, difficult to understand the inclusion of Stuart Sherman and Sarah Hardt's *Ellen Glasgow: Critical Essays* when Thomas Wolfe's *Story of a Novel*, which, like all Wolfe's work, is strongly autobiographical, is omitted. The partial nature of the latter could hardly be responsible for its absence, since Byrd's *Alone* is listed, as is Gerald Johnson's *America's Silver Age*, which is biographical only in so far as the discussion of the statesmanship of Clay, Webster, and Calhoun touches upon their lives.

It is, perhaps, capricious to point out minor flaws in what, after all, is a most useful bringing-together and itemization of material. Five thousand and ninety-three books, all written in or translated into English are included. Some of these books and pamphlets are obscure and, for that reason, particularly valuable. Dr. Robert Speer's *John J. Egan*, for instance, is privately printed and practically unknown but interesting to students of southern industry and industrial problems. Entries are arranged alphabetically by subject, and the main list is supplemented by an author and title index, state lists of southerners and contributors to southern culture, as well as a chronological list and a particularly useful classified one, which arranges individuals alphabetically under their main profession or trade

and under such headings as "Letters," "Indians," "Negroes," "Women." In the classified list such headings as "Soldiers" and "Statesmen" are subdivided chronologically, a feature which adds to the usefulness of the bibliography as a reference tool. Bibliographical information, in the case of each main entry, includes the subject's full name with dates, identification, short imprint, main paging, and illustrations, which include portraits, maps, and facsimiles. The infrequent annotations are informative. Since the list is intended as a buying guide, the absence of prices is to be regretted. Changes in price and the appearance of reprints and new editions might well be counterbalanced by the convenience of this information to librarians building collections of southern material, who would be obliged to procure numerous items outside ordinary trade sources.

The list of works used as sources for names of southerners and persons interesting for their contributions to the life of the region contains few local histories, unless history is used in its broadest sense, although the Preface states that these were consulted.

Public, school, college, and university libraries will find this fourth section of *A Southern Bibliography* indispensable. Its compiler has performed a real service to librarians and teachers seeking to illuminate the past and present problems of the Southeast by means of personalities.

EVALENE P. JACKSON

Library School  
Emory University

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*Bibliography on Educational Broadcasting.* By ISABELLA M. COOPER. Chicago: University of Chicago Press, 1942. Pp. ix+576. \$5.00 (planographed).

Not only those of us working in the field of radio education, but all persons having anything to do in the industry as a whole, owe a debt of gratitude to Miss Isabella M. Cooper for the exhaustive research that has resulted in the compilation of the mass of material in this most comprehensive of bibliographies. There have been numerous bibliographies, privately compiled, with emphasis on one phase or another of radio, but nowhere has the material been so carefully checked and annotated as in the 481 pages, plus two exceptionally well-edited indexes, that comprise this latest volume.

It is true that Miss Cooper's aim was the

sorting and making accessible the great mass of material gathered by the National Advisory Council on Radio in Education during the nine years of its existence—books, reports, pamphlets, articles from journals and magazines—but the fact that this material was organized so systematically and cataloged so intelligently, under easy reference headings, is what makes the work invaluable from the broadcaster's standpoint.

As Miss Cooper states in her Preface:

This collection was unique in its pertinent comprehensiveness. Dr. Levering Tyson, as director of the Council, realized the necessity for recording and analyzing the valuable items composing this working library.

The chief aim of the compiler was to produce a bibliography of practical utility which should give access to reference and research material in the historical, technical and educational fields of broadcasting and the particular application of this art in methods of use for instruction.

As the work progressed it became apparent that the result would really present a history of broadcasting from its earliest phases of communications, through national and international problems of distribution and control, to the realization of possibilities of its educational use with actual status in that use today throughout the world.

The term "educational" is not confined to formal academic instruction; it spreads to the general phases of public information in news, propaganda, and the problems of censorship and also to the wide diffusion of knowledge through educational stations and specific broadcasting programs.

The kind of material recorded covers the widest possible range, from proceedings of great bulk reporting international conferences and governmental hearings, all the way to mere descriptive announcements in periodicals entered as leads for further inquiry.

It is my opinion that no reference library, either within or without the industry, can afford to be without this volume.

JUDITH C. WALLER

National Broadcasting Company  
Chicago, Illinois

*Descriptive Catalog of Maps Published by Congress, 1817-1843.* Compiled by MARTIN P. CLAUSSEN and HERMAN R. FRIIS. Washington: Martin P. Claussen and Herman R. Friis, 1941. Pp. xiii + 104 (planographed).

The war has focused attention on a number of facts long known to anyone familiar with

maps: namely, the unique significance of maps; the great importance of a government as a map-publishing agency; the large amount of source material all but lost, scattered as it is throughout governmental documents; the ineffectiveness of map collections without adequate bibliographic facilities; and the paucity of map bibliographies as compared to those of books or periodicals. It may be that concentration on maps today is primarily of a military nature, but one must not interpret this concentration as developing at the expense of other types of maps, such as historical, which because of their long-time value will survive the present and extend into the future.

The authors have listed the maps published in Volumes I through CDXXIX of the "Congressional Series," fifteenth to twenty-seventh Congresses. They have not in this catalog attempted to include such maps as may have accompanied reports but for one reason or another were not published, remaining as manuscript maps in various archives. To note variations in the publication or omission of maps in individual volumes the authors have consulted the files of both the National Archives and the Library of Congress.

The very clear and precise explanation given in the Introduction analyzes the various factors taken into consideration as to the plan of the catalog and the bibliographic form adopted. A subject, author, and area index occupying one-quarter of the book is of inestimable value. Very helpful are the insertions inclosed in brackets for practically all the entries clarifying the title, area, or type of map referred to; for example, "Map of the Seat of War in Florida" becomes "Map of the Seat of [Seminole Indian] War in [Eastern Part of] Florida." Cross-references to duplication of published material or variations in editions add to the completeness of the catalog. One must note, however, that the paper binding is not substantial enough for a work of reference serving, as this does, as the chief key to source material.

Perhaps the most pertinent comment that can be made about this catalog is that it reflects an intelligent understanding of both subject matter and bibliographic procedure. One might say further that an intelligent contribution to map bibliography is of an importance second only to the maps themselves. No library that lays claim to a place in the map, documentary, or bibliographic world can omit this work from its shelves, and no individual whose interests

take him into the period of American history from 1817 to 1843 should be without access to it.

On the surface, it seems unjust to reward work well done with expectations of still more to come, yet perhaps no compliment is higher than that which indicates the value of fulfilling proposed plans for a series of studies to complete the cataloging of maps published by Congress in the remaining volumes of the "Congressional Series," together with the "American State Papers" for 1789-1817, which complete the entire record.

Map Library  
University of Chicago

AGNES WHITMARSH

*Bibliographical Year Book: Works in Polish and Works Relating to Poland, 1817-1939-41. XII. 1941.* Edited by TADEUSZ SAWICKI. ("Rocznik bibliograficzny. . . .") Edinburgh, London: Oliver & Boyd, 1942. Pp. 68.

Five hundred and sixty-one items printed in Polish and relating to Poland but printed outside of Poland are recorded by Sawicki for the period from the beginning of the war on September 1, 1939, until December 31, 1941. In Volume XII, No. 33, for August 13-19, 1939 (published August 25) of the excellent weekly official list of publications printed in Poland (*Urzędowy wykaz druków*) prepared at the National Library in Warsaw, more than three hundred items are included. It seems remarkable that Sawicki has been able to locate and register for two years and a third almost as many Polish publications as would have been issued in the whole of Poland in two weeks before the war.

Late in September, 1939, the government of Poland removed from its national territory to France. Forty-five items appeared in France until June, 1940. Then the Polish government removed to London. This removal was a great stimulus to publication, 354 of the total of 561 items having been printed in England.

Some of the items so carefully described by Sawicki may be even as rare and difficult to locate as those published in the last weeks before the outbreak of the war. For instance, the few thin numbers of the *Monitor polski*, the gazette of the exiled government at Paris and Angers, are now probably no longer to be obtained anywhere except in photostat. The work of Sawicki under such adverse conditions is most commendable and deserves to be continued. Now that a definite list is available, institutions and

individuals should begin to collect this material as far as it may still be available.

JAMES B. CHILDS

Library of Congress

*The Choice of Editions.* By PEARL G. CARLSON. Chicago: American Library Association, 1942. Pp. 69. \$0.75.

The word "edition" is one capable of so many varied interpretations that the first requirement of any consideration of the subject should be exact definition. A new edition of *Vanity Fair* is one thing, of Milton's *Paradise Lost* another, of a textbook on physics or astronomy still another. Lack of such differentiation creates a certain vagueness and confusion in the preliminary chapters of this book.

Where the author really comes to grips with her subject, as she does when she takes up school and college texts, the book is good. Here she is dealing with editions of classical texts for scholarly or instructional use—a field which she seems to know well and which she handles with directness and clarity. For the student in library school preparing for a position as high-school librarian or assistant in a college library no better guide could be asked. Even the librarian of some experience in such positions would find it a useful work to have at hand.

For the librarian in a public library this would be much less true. The problems of choosing suitable editions of standard works for pleasurable reading (often it is a question of finding, not choosing) are touched on only in the most general way. These problems, to be sure, arise largely out of present publishing tendencies, about which little can be done; but a statement of them would have contributed to understanding. For instance, reference is made to the frequent reissue of expensive books in cheaper form, but there is no indication that these reissues are often of only temporary duration. The high cost of storage space, whether for plates or unbound sheets, has become a definite factor in the choice of editions. In the chapters dealing with "The Book" and "Format" the treatment is again excellent. The body of information presented here is of general application and will be of interest in any type of library.

To sum up: The book will be of interest to all librarians concerned with the selection of editions, but its special contribution is in the field

of scholarship. The characteristics of a well-edited text are clearly set forth; the comparative values of different types of scholarly editions are well stated.

MARY KATHARINE REELY

*Wisconsin Free Library Commission*  
Madison, Wisconsin

*The Librarian and the Teacher of Science.* By CAROLINE R. SIEBENS and WARREN L. BARTLETT. ("Experimenting Together.") Chicago: American Library Association, 1942. Pp. 72. \$0.75.

This booklet is the second in a series called "Experimenting Together." The first of the series dealt with the experiences of a librarian and a teacher of English. The one under discussion has to do with an interesting project carried through by a librarian and a biology teacher.

The aim of the project was to sell children the idea of doing a great deal of free reading in connection with the course in biology. This reading in turn was designed to fill in gaps in background, illuminate science principles developed in the course, and show the children that science reading need be neither purely factual nor dull.

The project was carried on in the public high school of Brookline, Massachusetts. Conditions for undertaking such a project are especially favorable there. The high-school library is a branch of the public library and has all the resources of the public library at its disposal.

The biology teacher and the librarian prepared an extensive list of books having to do with living things. Both range in pupil ability and range in individual interests were considered in making the list. It included nature essays, plays, biographies of scientists and naturalists, tales of biological adventure, books dealing with biological vocations, fiction with a sound biological background, and various other types of material.

One class period each month was given to a trip to the library to choose a book for the month. The pupils were encouraged, not compelled, to choose books, and the librarian made every effort to supply each member of the group with a book that would meet his interests and needs.

The booklet describes in detail the working-out of the general plan. At the time the booklet was written the project had been carried on for five years, and the authors felt that it had not

only made a distinct contribution toward the immediate goals the originators had set up but also helped the school realize its over-all goals. The authors describe the project with the hope that it will help schools where a core curriculum is followed, as well as schools like their own with a traditional subject curriculum.

In addition to the description of the project, the authors present a general picture of the place of the library in the school. They give a good idea of what can be accomplished by the full cooperation of the librarian with the teachers—especially with the teachers of content subjects.

The second half of the booklet is devoted to the list prepared by the librarian and the biology teacher. The books are grouped under some forty headings. This list is certain to be helpful to all biology teachers, even if they cannot or do not wish to carry on a project of the kind described. Teachers of the physical sciences will hope for a similar list of books in their fields.

BERTHA MORRIS PARKER

*Laboratory Schools*  
University of Chicago

*Speaking of Books.* By LOUISA WARD ARPS. Denver: Denver Public Schools, 1941. Pp. v+147.

Another book on teaching the use of the school library might, on first thought, seem to be an unnecessary addition to an overcrowded market. On the other hand, a thoughtful and careful reading of the purpose of this publication and of its method of preparation, as explained in the Foreword and Preface, will give the reader an entirely different attitude. Certainly there will be a sympathetic appreciation of the book's value to Denver's high-school population. Obviously, this is a sincere and painstaking effort to present an effective method of acquiring library skills which will be useful to Denver students not only during their school days but in later life as well.

In the Preface, written by Elizabeth Scripture—a recognized authority in this field—the purpose and method of preparation of the book are presented as follows:

Some years ago, a committee consisting of librarians, teachers, and a principal met to consider the question of revising the Denver courses of instruction in the use of the library.

A manual for high schools seemed to be the greatest need, so the committee considered topics to be included, method of approach, and the like. A

tentative pamphlet was written and sent to the high schools for criticism by principals, librarians, and as many teachers as possible. The result is this book.

It was written with the hope that it would help teachers and pupils in high schools to review or to study for the first time library and book skills when they need to use them in connection with any unit of work which they are about to undertake.

Since skill in the use of books and libraries is not an end in itself, this book tries to open some windows on the expanse of beauty and richness which is the possession of those who learn what books contain and where they may be found.

A first glance at the Table of Contents leaves one breathless at its startling scope. The writers are, therefore, the more to be congratulated that they succeeded in packing so much that is worth while into such limited space. First is an Introduction addressed to the boys and girls of Denver; then a chapter on "How To Organize Your Class," with emphasis on the library committee's part in planning and carrying out the library activities of the class. "How To Start a Project" deals with such subjects as conservation, vocations, Colorado, and several other topics that are equally suitable for projects. Other chapters discuss "How To Pick a Book," "How To Look at a Book," and "How To Find a Book in Denver" (in homes, in stores, in school, in the public libraries), together with a list of Denver's public library services. The chapter "How To Find a Book in a Library" follows the usual pattern of explaining such library technicalities as classification, author numbers, call numbers, use of the card catalog, cross-reference cards, and the like. The concluding chapter, "How To Use Other Library Materials," is a welcome treatment of vertical files, which, in books of this type, are frequently overlooked or, at best, treated superficially. A brief but adequate index is appended.

Criticism of the somewhat "jazzy" style is almost certain to come from many quarters. Its efforts at lightness may, at times, seem somewhat forced; perhaps even to young Denverites. And yet, if the reader considers the stated purpose and the method of preparation, he may withhold his criticism. If the style was approved by all persons engaged in this enterprise and serves their purpose satisfactorily, why should an outsider belittle it?

Naturally, the value of *Speaking of Books* for widespread use is limited because it was prepared particularly for Denver students. It could

scarcely be recommended for direct use with pupils in other communities. On the other hand, high-school librarians and teachers in other cities could profit from numerous suggestions that could be adapted to their own uses without too much wear and tear on the imagination. In the co-operative effort that went into the production of the book, however, lies its chief value. Here we see that when a superintendent of schools, a school library supervisor, school librarians, teachers, and pupils recognize that a problem exists and are willing to set about the task of solving it together, something worth while is likely to result. Despite any minor deficiencies in this publication, we agree with the closing words of Superintendent Greene's Foreword:

Probably the chief reason why so few people are widely read is that they are not intelligent about library use and accordingly have not developed the habit of looking for books in widely diversified fields. *Speaking of Books* should help solve this problem for high school students.

MARY REBECCA LINGENFELTER

Brookline, Pennsylvania

#### *College and University Library Consolidations.*

By MILDRED HAWKSWORTH LOWELL. Eugene, Ore.: Oregon State System of Higher Education, 1942. Pp. vii+136. \$1.00.

When H. G. Wells's *Outline of History* first appeared it was greeted with a good deal of fanfare as being a unique volume. It undertook to bring within the compass of one mind and two boards the entire sweep of history. Acute observers were quick to note, however, that while the volume began in interstellar space amid the crash of stars and the birth of a new world, its conclusion was chiefly concerned with the British Empire and the prospects for the Liberal party. Mrs. Lowell's study of college and university library consolidations moves along similar lines. It begins with the broad library movement toward co-operation, reviews the factors responsible for this, classifies and describes briefly some eleven consolidations in the East and the South, and ends with a detailed study of the centralized library system of the state higher educational institutions of Oregon. The eleven consolidations east and south are described in forty-six pages; the Oregon one in forty-seven. The volume is thus not as general in character as its title would suggest.

It is actually a careful study of the Oregon program done against the background of the general co-operative movement. Mrs. Lowell can, however, fall back upon two sound lines of defense against such caviling remarks. In the first place, most of these eastern and southern consolidations have been fully described in library literature. In the second place, the Oregon plan is not so well known, yet deserves the widest and most careful study.

The six state institutions of higher education in Oregon—the university, the medical school, the state college, the college of education, the eastern college of education, and the southern college of education—were consolidated under a single board in 1929. The plan of reorganization called for functional deans and directors of

all types of work offered throughout the state system, including the director of libraries, the director of information, the director of dormitories, the director of health services, the dean and director of the Graduate Division, the dean and director of the Lower Division, the dean of General Extension, and the dean and director of General Research [p. 86].

In 1932 the libraries of the six institutions were organized as a single unit under Lucy M. Lewis as director. Each institution has its own librarian, who is responsible to the director, not to the local president. The book fund is a single appropriation which is allocated by the director of libraries according to the needs of the several institutions. Book orders are made by a central order department, requests being sent there instead of, as is true in so many institutions, to a purchasing office. All bookkeeping is centralized also in the director's office, one bookkeeper handling all financial records. A catalog of the holdings of all the libraries, prepared originally to serve as an order tool, has been developed as an instrument for bibliographical research. Uniform records have been established and modifications in local routines, particularly in the business routines, have been effected. Some book transfers have been made which have obviated the purchase of volumes, and a considerable interchange of books for reserve use has taken place. Interlibrary loans have increased greatly, and a more liberal loan period has been established. The central order department, Mrs. Lowell reports, was able to show an economy in operating costs over the institutional system previously in operation. A survey of the six libraries and a comparison of them with national norms for each type of institution were made. This survey proved to be of value in the

preparation of budgets and in raising standards. It is to be noted that all six of the libraries now operate on definite budgets based upon an appraisal of their several needs, whereas prior to the reorganization only two of the libraries had such budgets.

It is plain that the consolidation of the libraries under Miss Lewis' direction has been a most effective means of improving their resources and services and in integrating their efforts. For the weaker libraries it must have been a godsend, though they may well have believed at the outset that they were going to be swallowed up by the larger institutions. So impressive is the list of accomplishments as given by Mrs. Lowell that one wonders what would have to be put on the other side of the ledger. In considering this plan with reference to other situations one would like to know, also, the disadvantages and difficulties which it involves. Perhaps the difficulty of getting it adopted in the first place—of getting college presidents to agree to permit their libraries to be directed from a central office—is a mountain so difficult to scale that other lesser ascents can be ignored. Oregon, however, did this and seems to have profited greatly thereby.

While the descriptions of the other consolidations are, as stated above, really introductory, it should be said that they are written with brevity, clarity, and accuracy. Mrs. Lowell's small book becomes thus an excellent précis of the co-operative movement. With only one statement must this reviewer take strong exception. On page 127 the author discusses the fact that of her eleven other consolidations eight are in the South. Quite correctly she points out that the General Education Board and the Carnegie Corporation have aided nearly all of these undertakings. She then summarizes in the following remarkable fashion: "It seems safe to assume that without the aid of the foundations none of these consolidations would have been possible." Certainly these ventures would not have been as successful without the aid which the foundations have given, nor would anyone wish to minimize the important role which these agencies have played in the development of higher education in the South. The foundations, however, only aid those undertakings which they regard as promising; they do not initiate them. The reason why eight of the consolidations described are in the South is, essentially, that this region has been experiencing an educational renaissance in which the re-

direction of the forces available under the influence of contemporary thought has been facilitated by the lack of strength of the various independent units. A comparable redirection of forces has been taking place in the economic field. Mrs. Lowell's assumption is "safe" enough, however, from a point as far away as Oregon.

HARVIE BRANSCOMB

Duke University

*Photographic Reproduction for Libraries: A Study of Administrative Problems.* By HERMAN H. FUSSLER. ("The University of Chicago Studies in Library Science.") Chicago: University of Chicago Press, 1942. Pp. xii+218. \$3.00.

Mr. Fussler's book was badly needed and is beautifully done. Until it appeared the university librarian, for whom it is intended primarily, had to search a considerable body of scattered literature on microphotography before he could secure reliable information on administrative problems in the field. The existing bibliographies cover the literature, but only to the extent that they record the published material by author, title, and place of publication—i.e., the journal, booklet, monograph, etc., wherein it appears. But there is no subject index to the literature of microphotography. Perhaps the *Journal of Documentary Reproduction* will issue soon a five-year cumulative subject index to include not only its own material to date but that listed in its bibliographies and any other literature which may be relevant.

Mr. Fussler is unquestionably the person best qualified to write this study of the administrative problems in photographic reproduction for libraries, and particularly for university libraries. In fact, he is the only person who has both the laboratory training and the education and experience in librarianship which are necessary to the preparation of an authoritative book on this subject. This dual knowledge is apparent throughout the work. His expositions of the bibliographical and technical aspects of the problem are made against the background of a sound philosophy of librarianship and an intimate acquaintance with its applications.

Under Part I, "The Bibliographic Aspects of the Problem," Mr. Fussler discusses such matters as: the possibilities of microphotography—

condensation, preservation, acquisition, etc.; the existing and the desirable locations for facilities for reproduction, with an analysis of the kinds of laboratories needed in particular areas, with reference especially to the accessibility of research material to be photographed; institutional versus commercial operation of filming laboratories; and the cataloging, storage, and servicing of films.

Part II, "The Technical Aspects of the Problem," concerns such matters as: the location of the filming laboratory in the building; the arrangement of the laboratory, with floor plans and criticisms of the principal existing laboratories in the United States; the available reading machines, cameras, film-processing apparatus, printing, and enlarging equipment, chemical storage, etc.; the qualifications of laboratory personnel; copyright (Mr. Fussler's is the most lucid published treatment of that problem, even though his own position may seem too conservative); the rates and costs of microfilming work, with a chart giving comparative data for fourteen film laboratories in the United States; and a chapter on methods of photographic reproduction other than by microphotography, including an explanation and appraisal of the microprint process. For the reviewer, whose knowledge of these things is purely literary, to criticize the technician's treatment of them would be, to imitate one of Mr. Fussler's pleasant meioses, unwise.

There is a selected bibliography, in Appendix A, about which one might argue without accomplishing anything. But Appendix B gives a "Selected List of Sources of Equipment and Supplies for Photographic Reproduction" which is invaluable. The time is now past, of course, when any university librarian can avoid the responsibility of familiarizing the scholars in his institution with the potentialities of microfilm. And Mr. Fussler properly insists that it is the responsibility of the librarian, just as it is his business to provide access to any other kind of library material. His book will be of immense value to librarians in securing concise and reliable information on the wide range of administrative problems; and it provides a very convenient base for the constant and extensive reading of the current periodical literature in the field which the librarian will expect to do.

JOE HARE

Mary Reed Library  
University of Denver

*Reference Service and Bibliography*, Vol. I, Parts 1-4: *Theory*. By S. R. RANGANATHAN and C. SUNDARAM. ("Madras Library Association Publication Series," No. 9.) Madras: Madras Library Association, 1940. Pp. 642. 15s.

The series of which this book is one (Nos. 2-8 are also by Mr. Ranganathan) has the object "of spreading the essential ideas of the Library Movement and of directing thought towards the creation of a library service suited to our country." The difficulty which an American practical administrative librarian finds in reviewing the book is itself difficult to describe. Perhaps it is a difference in the connotations of the phrase "essential ideas"—philosophical and religious in the East, practical in the West. Perhaps it is a matter of language and style—poetic and figurative in the East, prosaic in the West.

This is an exaggeration, of course; it would be as incorrect to say that Ranganathan and Sundaram are impractical as it would be to say that Wyer's *Reference Work* is untheoretical. Wyer's definition of reference service is "sympathetic and informed personal aid in interpreting library collections for study and research"; Ranganathan and Sundaram's is "the process of establishing contact between reader and book by personal service"; but to them it is also "technique No. 7" in a "holistic view of library organisation," and they quote Frank Townshend:

"Take my hand;  
For I have passed this way,  
And know the truth"

as well as some words of Sita to Rama: "I do not instruct; I only remind you out of my love and regard for you." Their reference librarian's objective is not merely to serve, but "to become a manifesting instrument of the Divine Sakti in her works." The American librarian, feeling, perhaps too complacently, older as regards "the creation of a library service," may be inclined to see in such passages a certain naïveté in the literary verbiage and the detailed laboring of points which he has simply taken for granted; but, whether naïve or not, they are elemental and essential and constitute a philosophical line of approach. This is the most interesting thing about the book, not only to those of us who are clamoring for a philosophy of librarianship, but to all of us who would like to improve our understanding of an eastern people, whose

country we are helping to defend, and of their ways of thought and manner of speaking.

Even from the practical point of view the book has much of value for librarians in all countries. Wyer's *Reference Work* appeared in 1930, and of the material on the subject published since then little of importance has escaped the authors of this book (though, strangely, there is no mention of the American union lists of serials, of serial publications of foreign governments, and of newspapers).

This volume also supplements Wyer—and Mudge too—by its inclusion of many problems, subjects, and books which hitherto have been peculiar to India in the eyes of most of us in America, but about which we should now like to know a great deal: "Eastern Classics in Western Garb," "Ready Reference Books of India," "Conflict of Language," alphabetization and related problems (Madras University Library "has to handle thirty languages"), "Hindu Names," "Muslim Names," and bibliographies of Indian government publications, Indian copyright lists, early Sanskrit authors, etc. Even under familiar topics we find titles of books which are strange to us but are reference books in India. Sample reference questions ("Illustrative Actualities"), often in the form of quasi-stenographic reports, are interesting, enlightening, and even entertaining—"Uses of the Palmyra," "Pre-Columbian Hindu Colonization in America," "The Devil Worship of the Tuluvas," "Cra Canal Scheme," etc.

The reviewer notes with pleasure the attention given to "Various Forms of Exposition" (a field still open for detailed and analytical study):

The books sometimes put on various kinds of dress and some like Sri Krishna bewilder their lovers by surrounding them simultaneously in different dresses—as catechism, case studies, source-books.

And catalogers should not miss the quotation from "the Mahamahopadhyaya himself":

One golden rule . . . which [one] who is concerned with the classification and cataloguing of any considerable collection of Sanskrit books, can easily remember and follow is "Refuse to be guided by mere names."

The four theoretical parts of this volume are to be followed by a fifth part, in another volume, which "will constitute in effect a special bibliography of reference books and a bibliography of bibliographies." This should be an extremely valuable work, even though we use it chiefly as a supplement to Mudge and other American and

European lists. But it will lose some of its ready-reference value if arranged in the "economic chain" order of Part IV, interesting as this is in the theoretical treatment of bibliographies: (1) consumers' bibliographies, (2) distributors' (thought) bibliographies, (3) distributors' (material) bibliographies, and (4) producers' (material) bibliographies.

Finally, may we bespeak better proofreading for Part V? Errors like *Bruner* for *Brunet*, *Dani* for *Doni*, *Walber* for *Waller*, and many others, are only occasionally baffling in the theoretical parts of the book but would be fatal in an enumerative bibliography.

HENRY BARTLETT VAN HOESSEN

*Brown University Library  
Providence, Rhode Island*

*A Library Classification for Public Administration Materials.* By SOPHIA HALL GLIDDEN, with the assistance of DOROTHY MARCHUS. Chicago: Public Administration Service and American Library Association, 1942. Pp. xv+512. \$6.00.

With the steady increase of governmental activities it has been necessary to modify many parts of the governmental machinery and to create new forms and procedures. A classification scheme in the field of public administration, however satisfactory a decade ago, needs thorough revision in order to remain useful. Glidden and Marchus were fully aware of this necessity when they undertook to overhaul the Anderson and Glidden *System of Classification for Political Science Collections*.<sup>1</sup> Additions and changes have been made throughout, not only in content but also in terminology. Several new classes such as "Planning," "Recreation," and "Housing" have been added, and new sections have been included in nearly every class; for instance, an outline for "Sociology," which has been placed with materials relating to the state, and an outline for "Administrative Management," which is listed with materials relating to the executive. Class headings have been enlarged to indicate the full scope of the various classes. For instance, the former class heading "The Executive" has been changed to "The Executive, Administrative Management, Adminis-

trative Law"; "Public Health" to "Health, Medical Profession, Sanitation"; and "Public Welfare" to "Welfare, Dependency, Social Insurance, Crime." Of the numerous cases of inclusion of concepts which have only recently gained prominence in the administrative literature, a few may be mentioned to illustrate the authors' striving for up-to-dateness: Measures Short of War (D3); Applied Psychology (K9); Concentration Camps (N125); Group Medical Practice (O113); State and Socialized Medicine (O114); Co-operative Medical Service (O115); Union Label (R833); Television (W948); and Censorship of Radio Broadcasting Programs (W965). However, in this connection it should be observed that the extent to which the various classes have been subjected to revision varies and that some of the classes are, therefore, more inclusive than others.

Glidden and Marchus have retained most of the unique features of the Anderson and Glidden scheme. An example in point is the form list. However, while applications of the form list are numerous in the Anderson and Glidden schedules, Glidden and Marchus have refrained from unnecessarily cluttering up the class outlines with them, leaving it to the discretion of the librarian to use this device whenever it seems desirable.

The Glidden and Marchus volume, consisting of the class outlines and an excellent comprehensive index, is assured a wide use. Newly established libraries in the field of public administration will rely on it as a classification scheme for their entire collections. The Index alone will serve as a subject-heading list for libraries which have been following other classification systems; it will also be applied to advantage by all kinds of offices which are faced with the problem of arranging administrative materials.

FRITZ VEIT

*University of Chicago Libraries*

"War Subject Headings for Information Files."  
New York: Special Libraries Association,  
1942. Pp. 56. \$1.00 (mimeographed).

The increasing number of documents, pamphlets, and other small items dealing with the war and related subjects has made it necessary for librarians to compile lists of headings which would facilitate the handling and use of the materials. In addition, such headings are necessary

<sup>1</sup> Minneapolis: University of Minnesota Press, 1928.

for modernizing the terminology used in the cataloging of books concerned with the war and defense.

The present work was prepared as a hasty guide to assist librarians in solving the problem of war subject headings. It is not a single list of headings, but four lists. The first, used in the library of the Council on Foreign Relations, is an alphabetical list of broad headings, subdivided into more specific headings. Examples of broad headings are "Aliens," "Armed Forces," "Blockades," "Campaigns," "Home Defense," etc. References are made from the specific headings, such as "Blackouts [a subdivision under 'Conduct']" see Home Defense." It would seem that for the average user who does not have the help of the librarian the inclusion of direct alphabetical references would be more effective. A list of country subdivisions, to be used with the main headings, is also included.

The second list, used by the library of Time, Incorporated, is a classification scheme for war clipping files. A general list of headings, all subdivisions under the general heading "War, European," precedes a series of specific lists for the countries involved. The headings under the subdivision "Great Britain" are offered as an example which can be applied to other countries. A large number of the headings in the general list are not repeated in the divisions for the belligerent nations. The procedure used by this classification enables a library to insert materials on the war without disrupting a vertical-file system. It also keeps related materials together.

The third list is employed for war materials in the files of the Research Library, Twentieth Century-Fox Film Corporation. This is another list under the general heading, "E[uropean]W[ar] (1939)," subdivided by more specific headings. In addition, subdivisions under countries are included, with the Philippine Islands given as an extended illustration. Cross-references are made from the geographical headings to the general list. This list as a whole appears to be more complex than any of the others and would not be as applicable in a general library as it probably is in a special library.

The final list is that used at the War and Defense Information Center, Cleveland Public Library. This is a strictly alphabetical list, including specific as well as general headings. The list is more typical of the usual subject-heading lists used in public and academic libraries, rather than in special libraries. The terminology, too,

seems more orthodox than that used in the other lists.

The four lists, differing as they do in form and content, reveal the variety of approaches to a certain class of material by four types of librarians interested in serving four types of patrons. It is unlikely that a single list would appeal to all types of librarians and be equally useful to all types of users. It is interesting to note in this connection that the Library of Congress subject headings for war materials follow closely the pattern of headings used for World War I. Unlike several of the special lists, which use the heading "European War 1939—," the Library of Congress has changed to the heading "World War, 1939—."

Existing conditions of the catalog limit to some extent the use certain libraries can make of lists which vary considerably in form and type from the basic list used regularly for vertical-file materials and books. Since war materials are important at this time, librarians should not allow consistency for consistency's sake to interfere with the provision of a system which permits quick accessibility to items needed for research or practical purposes.

The sponsors of this publication announce that a union list of war subject headings is planned. Such a list should prove useful to subject catalogers as well as to individuals who manage information files. Any one of the four lists in the work under review should prove sufficient for the handling of vertical-file materials.

MAURICE F. TAUBER

*University of Chicago Libraries*

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*A.L.A. Rules for Filing Catalog Cards.* Prepared by a special committee under SOPHIE K. HISS. Chicago: American Library Association, 1942. Pp. viii+109. \$2.00.

In the Preface to this work, the A.L.A. Filing Code Subcommittee writes:

In the absence of a definite knowledge as to the psychological approach to the user of the catalog, it does not seem advisable to insist dogmatically that one alternative [of filing] is to be preferred to the other.

Yet, despite this lack of definite knowledge, librarians have tended to simplify the arrangement of catalog cards in large files and to eliminate, as far as possible, grouped arrangements.

The new A.L.A. rules, based primarily upon those evolved by Cutter in 1904, suggest practice which involves variations growing out of differences in the interpretation and in the expansion of the Cutter rules; and also, in part, out of a need felt in many libraries for a simplification of the Cutter classed arrangements.

In these respects, then, the new edition of rules attempts to meet the difficulties which librarians have found to exist in practice.

In her study "Problems Involved in an Alphabetical Arrangement of a Library Catalog" (M.A. thesis, University of Illinois, 1937), Preston concluded that no single code of filing would fit all types of libraries. She called attention to some difficulties, however, which are relevant to a review of a new code. Her points were as follows: (1) main and secondary entries should be in one alphabet; (2) Bible N.T. should precede Bible O.T. because that is the alphabetical order, and separate books should be arranged alphabetically according to the English form of the name; (3) the contraction of two words resulting from an elision should be treated as one word; (4) the grouping into such classes as popes, saints, sovereigns, etc., should be eliminated; (5) the umlaut and other modifications of vowels should be disregarded; (6) compound personal names should be treated as two words and arranged alphabetically with other entries beginning with the same word; (7) the official and nonofficial place names should be arranged alphabetically in one file with place names in running titles; and (8) there should be one alphabetical file for subjects, except when dates are used in the heading, in which case two files are necessary.

The new rules consider each of these problems and in each case make provision for the suggestions, either as recommended or as alternative treatment. It is apparent that the committee has tried to simplify filing in every instance where simplification can be effectively introduced. This is true in the cases of names, author entries, corporate entries, anonymous works, place entries, and subject entries. As long as we are vague about the psychological problems the users meet in their approach to the catalog, simplification appears to be the procedure of common sense. The experience of the University of Chicago Libraries, which have for many years used a simplified arrangement, has demonstrated that once the patrons have been instructed as to the method of the system, en-

tries are usually located with a minimum of trouble.

Grouping of entries has by no means been eliminated. For example, consider the arrangement under author. The general rule for works by an author is to arrange in one file "all the entries, both main and secondary, for a person as author, joint author, compiler, editor, illustrator, translator, and general added entry." The entries are subarranged alphabetically by the title of the book. This is a sensible rule, but it has not been followed in some libraries, which have attempted to arrange the works of an author by the degree of his participation in preparing them. Under classic and voluminous authors, however, it is often desirable to forego this rule and utilize a grouped arrangement. This particular filing problem is of such proportions that the committee has included a general rule, an arrangement for large reference collections, and a simpler arrangement for large but less complex collections. Similarly, alternative arrangements are given for the filing of entries for the Bible and its parts.

Much controversy has centered about the filing arrangement of subject entries. A filing arrangement based on the subjects and subject subdivisions in the Library of Congress list has been followed in many large libraries. However, there is a growing tendency to interfile in one alphabet the subject and geographical subdivisions, inverted subject headings, and subjects followed by parenthetical terms. Period divisions may be filed separately or interfiled in the same alphabet.

Until we know more about the use of the catalog, it is a matter of conjecture as to whether the "classed order" or the "alphabetic order" in the dictionary catalog is to be preferred. It has been assumed that the classed order benefits the research worker by keeping related materials together more effectively than the alphabetic order. The movement to divide the dictionary catalog into an author-title catalog and a subject catalog is based on the premise that certain types of users will be helped in their consultation of the cards. Here is an aspect of cataloging practice that might be clarified by systematic study.

The question will arise as to whether or not libraries generally should revise their card catalogs on the basis of these filing rules. Should all libraries immediately simplify their filing codes? It is more than likely that some librarians will regard this volume as a set of standard rules and

hasten to adjust their card files. Other librarians, however, will examine these rules and make changes only when they are certain they are not adding to the bewilderment of users.

The committee should be commended for offering reasons for and explanations of certain practices and for calling attention to practices which seem most effective for certain types of libraries. The inclusion of numerous examples should aid the filer. The constant reminder to the cataloger that cross-references and guide cards are essential for an efficient catalog is also noteworthy.

The six appendixes included in the volume provide useful reference aids. The first consists of two detailed examples of filing entries which are said to cause special difficulties to users—

forename entries and place entries. Alternative arrangements are given for each. Appendix II is a list of initial articles in nine foreign languages to be disregarded in filing; III, a table of numerals spelled out in ten languages; IV, a conspectus of the arrangement of the Bible; V, a list of recommended rules for small libraries and a comprehensive example of strictly alphabetical filing; and VI, a bibliography of filing codes and articles on filing.

The format of the book is excellent. A carefully prepared index should make it possible to locate rules easily. The committee has done a careful piece of work in the production of this useful volume.

MAURICE F. TAUBER

*University of Chicago Libraries*

## BOOK NOTES

*Ralph Waldo Emerson, 1803-1882.* Compiled by the CATALOGUE DEPARTMENT, WASHINGTON SQUARE LIBRARY, NEW YORK UNIVERSITY. ("New York University Index to Early American Periodical Literature, 1728-1870," No. 4.) New York: Pamphlet Distributing Co., 1942. \$1.50.

This is the third published bibliography based on the New York University Periodical Index, which consists of about one million card entries listing the contents of 339 periodicals published in America between 1728 and 1870. For this Emerson bibliography some 20 additional periodicals were searched for important items. The entries are subdivided into: Poems by Emerson; Prose Items by Emerson; Books Reviewed by Emerson; Reports of Lectures by Emerson; Notices and Reviews of Emerson's Works; Book Reviews of Works Edited by Emerson or to Which He Contributed Introductions; Articles about Emerson; Anonymous Articles about Emerson; Reviews of Books about Emerson or Books with Extensive References to Emerson; and Poems about Emerson. Supplied information or a digest of the article is given in brackets, and the first line of a poem appears in parentheses after the title of the poem.

Previous publications in this series include *The List of Periodicals Indexed*, which gives a comprehensive history of the 339 periodicals (\$0.35), and two bibliographies—*Edgar Allan Poe* (\$1.00) and *Walt Whitman* (\$1.00). Additional titles are in preparation. The Index itself may be consulted on application to the Director of Libraries, New York University, Washington Square East, New York City.

*The Pacific Northwest: A Selected Bibliography, Covering Completed Research in the Natural Resources and Socio-economic Fields, an Annotated List of In-Progress and Contemplated Research, Together with Critical Comments Thereon, 1930-1939.* Compiled by JOHN B. APPLETON. Portland, Ore.: Northwest Regional Council, 1939. Pp. xx+455. \$3.00.

The Pacific Northwest region is here considered to include Oregon, Washington, British Columbia, Alaska, Idaho, and Montana. The bibliography is selective and is restricted to materials prepared or published since 1930 which relate specifically to the Pacific Northwest. Library collections, published bibliographies, and research agencies were consulted in gathering the items included. The volume lists both published works and unpublished manuscripts and is arranged in three parts. Part I lists completed

research, Part II, research in progress, and Part III, contemplated research. Each part is arranged by subject, and this classification is about the same for each of the parts. For instance, Part I is broken down into the following headings: "General Concepts of the Northwest," "Agriculture," "Forest Resources and Utilization," "Mineral Resources," "Water Resources," "Power Resources," "Fisheries," "Human Resources and Problems," "Commerce and Industry," "Government," "Education," "Planning," "Maps and Diagrams," and "Bibliographies."

This compilation is valuable to librarians as a check list of materials about the physical and human resources of this region and as a guide in helping scholars to identify research completed or in progress and to determine specific areas of research needing attention.

*Two Guides to British Government Publications Prepared by H. M. Stationery Office: 1. Notes on Official Publications; 2. Indexes and Bibliographical Publications of H. M. Stationery Office.* New York: British Information Services, 1942. Pp. 37.

These two guides to British government documents were prepared primarily for official use, and they have not been well known among librarians. They are now out of print, and, as there is no immediate prospect of their being reprinted by H. M. Stationery Office, this edition has been issued by the British Information Services (30 Rockefeller Plaza, New York City) as a service to American librarians. Copies are available free on request.

*A List of Author Headings for British Government Departments.* By DOROTHEA D. TOD. ("University of Toronto Studies: History and Economic Series," Vol. VIII.) Toronto: University of Toronto Press, 1942. Pp. 37. \$0.50.

Catalogers and other librarians dealing with the publications of the British government should find this list helpful. It is selective and includes entries for the major governmental departments and other units. So far as cataloging in large libraries is concerned, however, problems of entry usually do not arise in regard to the major departments but rather in connection with the small units, such as committees and commissions. Only a few of the latter have been included.

*Attacking on Social Work's Three Fronts.* By SHELBY M. HARRISON. New York: Russell Sage Foundation, 1942. Pp. 30. \$0.15.

The presidential address of Mr. Harrison at the National Conference of Social Work held in New Orleans in May, 1942, contains much of interest to librarians, who, like the social workers, are directly concerned with the "three fronts" which he delineates.

"On one front are those who serve the social needs of the men and women directly engaged either in the fighting lines or in the great war production enterprise supporting it. On the second front are those seeking to keep alive the human values and the physical, spiritual, and cultural services which are essential parts of modern organized society. On the third front are those seeking to make as sure as can be done in advance that society shall this time get what it is fighting for—a peace-time world which will eliminate the worst foes to the general social welfare and open up new opportunities for richer and fuller living for all."

"Investigations in Progress in the United States in the Field of Latin American Humanistic and Social Science Studies." Edited by ALEXANDER MARCHANT and CHARMION SHELBY. Washington: Library of Congress, Hispanic Foundation, 1942. Pp. 236 (mimeographed).

This is a preliminary edition distributed to elicit suggestions, corrections, and additions. A later edition will be issued "should a continuation of the publication prove possible and desirable." This volume represents a compilation of information supplied by approximately seven hundred investigators in the Latin-American field, including for each his address, his principal field of research, principal publications in this field, and work in progress as of November 1, 1941. In addition, Appendix A lists the names, ad-

resses, and fields of research of some fifty persons who have been active in Latin-American studies but who reported no work in progress at the time of the inquiry; and Appendix B lists approximately twelve hundred persons who, according to information available to the compilers, are eligible for inclusion in such a compilation but who did not reply to a questionnaire. The names in each list are in alphabetical order, and those in the main record and in Appendix A are indexed by discipline and by region.

*Stanford Studies in Language and Literature, 1941.* Edited by HARDIN CRAIG. Stanford University, Calif.: Stanford University, 1941. Pp. vi+387.

Members and former members of the faculty of the School of Letters of Stanford University, as well as present and former graduate students, contributed to this publication in honor of the fiftieth anniversary of the founding of the university. Its twenty-six articles comprise a distinguished "miscellany of literary and linguistic scholarship."

*What's Your Name?* By LOUIS ADAMIC. New York: Harper & Bros., 1942. Pp. xv+245. \$2.50.

Writing informally, Louis Adamic (born Lojzek Adamič) delves into the whole intricate problem of "foreign" American names. The reasons for and against changing such names are discussed in detail. Each point is dramatized by illustrative episodes—some comic, some tragic—in the lives of persons for whom the problem is a real one, from the hero of "The Importance of Being Kobotchnik" to the American soldier named Hitler who, advised to make a change, retorted, "Let the other guy change his!" Mr. Adamic feels that the question, affecting as it does the happiness of millions of Americans who bear foreign-sounding patronymics, is one which should be seriously considered by all who are concerned with social welfare or with public morale.

## BOOKS RECEIVED

- Adam Ramage and His Presses.* By MILTON W. HAMILTON. Portland, Me.: Southworth-Anthonensen Press, 1942. Pp. 35.
- Bibliographica brasileira, 1938-39.* Rio de Janeiro: Ministério da Educação e Saúde, Instituto Nacional do Livro, 1941. Pp. viii+313+vihi.
- Books and Library Reading for Pupils of the Intermediate Grades.* By EVANGELINE COLBURN. ("Publications of the Laboratory Schools," No. 10, October, 1942.) Chicago: University of Chicago, 1942. Pp. viii+167. \$1.00.
- Caribbean Conspiracy.* By BRENDA CONRAD. New York: Charles Scribner's Sons, 1942. Pp. 250. \$2.00.
- Catholic Subject Headings: A List Designed for Use with Library of Congress Subject Headings or the Sears List of Subject Headings for Small Libraries.* Edited by OLIVER L. KAPSNER. Collegeville, Minn.: St. John's Abbey Press, 1942. Pp. xi+256.
- City-wide Studies of the City of New York, 1934-38, Part I: Basic Factors in the Planning; Part II: The Planning of Public Services; Part III: Programming Public Improvements.* By the MAYOR'S COMMITTEE ON CITY PLANNING. New York: Mayor's Committee on City Planning, 1942. Pp. xv+133; [xi]+122; [xi]+76. \$1.50.
- Commemoration of the Achievement of Johann Gutenberg.* Edited by DOUGLAS C. MCMURTRIE. Chicago: Printed by Students in the Printing Division of the Washburne Trade School, 1942. Pp. 46.
- Cross Creek Cookery.* By MARJORIE KINNAN RAWLINGS. New York: Charles Scribner's Sons, 1942. Pp. xxii+230. \$2.50.
- Cultural Bases of Hemispheric Understanding: Papers Read at a Conference on Latin-American Culture Sponsored by the Institute of Latin-American Studies of the University of Texas, Austin, Texas, April 14-15, 1942.* Austin: Institute of Latin-American Studies, 1942. Pp. 94.
- Doctoral Dissertations Accepted by American Universities, 1941-1942.* Edited by EDWARD A. HENRY. ("Doctoral Dissertations Accepted by American Universities," No. 9.) New York: H. W. Wilson Co., 1942. Pp. xiii+128. \$2.50.
- Exploration in Reading Patterns.* By RUTH STRANG. Chicago: University of Chicago Press, 1942. Pp. ix+172. \$2.00.
- Extending Good English.* By HENRY SEIDEL CANBY, JOHN BAKER OPDYCKE, and MARGARET GILLUM. ("A Modern English Course," Book II.) New York: Macmillan Co., 1942. Pp. xvii+462. \$1.48.
- Family Expenditures for Education, Reading, Recreation, and Tobacco.* By DAY MONROE, DOROTHY S. BRADY, MARYLAND Y. PENNELL, and MIRIAM H. COFFIN. ("Consumer Purchases Study: Urban, Village, and Farm," U.S. Department of Agriculture Miscellaneous Publications, No. 456.) Washington: U.S. Department of Agriculture, Bureau of Home Economics in Co-operation with the W.P.A., 1941. Pp. v+208. \$0.25.
- Fiction Catalog: 1941 Edition.* Compiled by DOROTHY E. COOK and ISABEL S. MONRO, assisted by ELIZABETH S. DUVAL. ("Standard Catalog Series.") New York: H. W. Wilson Co., 1942. Pp. xi+789. (On the service basis.)
- From Plan to Reality, Three: A Third Report of Progress, 1929-1941, on the Development of the New York-New Jersey-Connecticut Metropolitan Region.* New York: Regional Plan Association, Inc., 1942. Pp. ix+69. \$1.50.
- General Education Board Annual Report, 1941.* New York, 1942. Pp. ix+145.
- Government Document Bibliography in the United States and Elsewhere.* By JAMES B. CHILDS. 3d ed. Washington: Government Printing Office, 1942. Pp. xviii+78. \$0.20.
- Historical Units of Agencies of the First World War.* By ELIZABETH B. DREWRY. ("Bulletins of the National Archives," No. 4.) Washington: Government Printing Office, 1942. Pp. 31. \$0.10.
- A History of Historical Writing, Vol. I: From the Earliest Times to the End of the Seventeenth Century; Vol. II: The Eighteenth and Nineteenth Centuries.* By JAMES WESTFALL THOMPSON with the collaboration of BERNARD J. HOLM. New York: Macmillan Co., 1942. Pp. xvi+676; ix+674. \$14.
- The Index to American Catholic Pamphlets, Vol. II (January, 1937-July, 1942).* By EUGENE P. WILGING. Scranton, Pa.: Eugene P. Wilgling, University of Scranton, 1942. Pp. xii+84. \$1.25.
- Index to Children's Poetry: A Title, Subject, Author, and First Line Index to Poetry in Collections for Children and Youth.* Compiled by JOHN E. and SARA W. BREWTON. New York: H. W. Wilson Co., 1942. Pp. xxxii+965. (On the service basis.)
- Indexing and Alphabetizing Simplified.* By VERA A. AVERY and FREIDA KRAINES. New York: Pamphlet Distributing Co., 1942. Pp. 19. \$0.50.
- Lee's Lieutenants: A Study in Command, Vol. I: Manassas to Malvern Hill.* By DOUGLAS SOUTHWALL FREEMAN. New York: Charles Scribner's Sons, 1942. Pp. lvi+773. \$5.00.

- Liberty and Learning: The Activities of the American Civil Liberties Union in Behalf of Freedom of Education.* By DAVID EDISON BUNTING. Washington: American Council on Public Affairs, 1942. Pp. viii+147. \$2.50 (cloth); \$2.00 (paper).
- The Librarian and His Committee.* By ERNEST A. SAVAGE. London: Grafton & Co., 1942. Pp. vii+254. 12s. 6d.
- L'Ombre.* By A. GENNEVRAVE, edited by ARTHUR GIBBON BOVÉE and AUREA GUINNARD. New York: Macmillan Co., 1942. Pp. xvii+223. \$1.40.
- Practice Leaves in the Essentials of English.* By H. Y. MOFFETT and P. H. DEFFENDALL. Rev. ed. New York: Macmillan Co., 1942. Pp. v+236. \$0.80.
- The Problem of Foreign Trade Education: Outline of a Proposed Program of the Foreign Trade Education Committee of the National Foreign Trade Council, Inc.* New York: The Council, 1942. Pp. 35.
- The Public Library System of Great Britain: A Report on Its Present Condition with Proposals for Post-war Reorganization.* By LIONEL R. MCCOLVIN. London: Library Association, 1942. Pp. 218. 5s.
- Records of the Columbia Historical Society of Washington, D.C., 1940-1941.* Vols. XLII-XLIII. Edited by NEWMAN F. MCGIRR. Washington: The Society, 1942. Pp. viii+309. \$3.50.
- Reference Service and Bibliography, Vol. II, Part V: Bibliography of Reference Books and Bibliographies.* By S. R. RANGANATHAN and K. M. SIVARAMAN. ("Madras Library Association Publication Series," No. 10.) Madras: Madras Library Association, 1941. Pp. 511.
- Resources of New York City Libraries: A Survey of Facilities for Advanced Study and Research.* By ROBERT B. DOWNS. Chicago: American Library Association, 1942. Pp. xiii+442. \$4.50.
- "Sabotage and Its Prevention." By DOROTHY CAMPBELL TOMPKINS. ("War Bibliographies," No. 1.) Berkeley: Bureau of Public Administration, University of California, 1942. Pp. 24. \$0.35 (mimeographed).
- The School Library: A Handbook for Teacher-Librarians.* By the TEACHING STAFF OF THE COURSE OF LIBRARY TRAINING, University of Cape Town. Edited by R. F. M. IMMELMAN and D. H. VARLEY. Pp. iii+116. 5s.
- Standard Catalog for High School Libraries.* Edited by ISABEL S. MONRO, assisted by RUTH JERVIS. 4th ed. New York: H. W. Wilson Co., 1942. Pp. x+1150. (On the service basis.)
- A Study of War.* By QUINCY WRIGHT. 2 vols. Chicago: University of Chicago Press, 1942. Pp. xxiii+678; xvii+874. \$15.
- Subject Guide to Reference Books.* By HERBERT S. HIRSHBERG. Chicago: American Library Association, 1942. Pp. xvi+259. \$4.00.
- Sun in Capricorn.* By HAMILTON BASSO. New York: Charles Scribner's Sons, 1942. Pp. 266. \$2.50.
- Teacher Education in a Democracy at War.* By EDWARD S. EVENDEN. Washington: American Council on Education, 1942. Pp. vii+118. \$0.75.
- Two Guides to British Government Publications Prepared by H. M. Stationery Office: 1. Notes on Official Publications; 2. Indexes and Bibliographical Publications of H. M. Stationery Office.* New York: British Information Services, 1942. Pp. 37.
- The United Nations of the World.* By HARIDAS T. MUZUMDAR. New York: Universal Publishing Co., 1942. Pp. 288. \$2.50.
- The Use of a Technical Library.* By W. E. JORGENSEN. ("Circular Series," No. 6.) Corvallis, Ore.: Oregon State Engineering Experiment Station, 1942. Pp. 24. \$0.25.
- What's Your Name?* By LOUIS ADAMIC. New York: Harper & Bros., 1942. Pp. xv+245. \$2.50.

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